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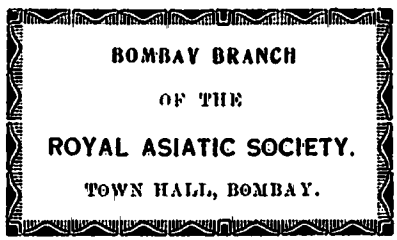
Report of the Department of Public Instruction, Bombay Presidency 1867-68



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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY,

FOR

THE YEAR 1867-68.

133320

Bombay;
PRINTED AT THE
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1868.

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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION,

FOR THE YEAR 1867-68.

Expenditure.

The actual expenditure of the Department during the year 1867-68 was as follows :—

On what account.	From Imperial Funds.			From Local Funds.			TOTAL.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges	*49,311	3	5	420	0	0	49,731	3	8
Inspection and ditto	†1,30,831	12	11	11,906	9	9	1,42,738	6	8
Instruction (including all Educational Expenditure not coming under the above heads)	‡6,87,687	3	1	7,90,581	1	2	14,78,268	4	3
Total....	8,67,830	3	8	8,02,907	10	11	16,70,737	14	7

* This includes salaries and travelling allowances (Rs. 38,002-2) drawn by the Director of Public Instruction and his establishment, also the amounts spent on contingencies (Rs. 7,297-11-6), and patronage to literature (Rs. 4,011-6-2).

† This includes salaries drawn by Inspectors, Assistant Inspectors, Deputy Inspectors, and Assistant Deputy Inspectors, and their respective establishments, also travelling allowances and contingencies.

‡ This includes salaries of Professors, Masters, &c.; Scholarships; actual expenses of the Book Department (after deducting the proceeds of sale of books, &c. repaid into the Treasury during the year); Translation Department; grants for building School-houses; grants-in-aid to private institutions; contingencies; charges on Dakshina Fund; and other miscellaneous charges.

2. The total expenditure, as contrasted with that of last year, is shown below :—

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
From Imperial Funds.	*7,91,325 5 5	8,67,830 3 8	76,504 14 3	..
From Local Funds ..	6,01,629 14 11	8,02,907 10 11	2,01,277 12 0	..
Total....	13,92,955 4 4	16,70,737 14 7	2,77,782 10 3	..

But in order to facilitate a just comparison, the estimated expenditure for 12 months of 1866-67 should be taken as follows :—

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
From Imperial Funds.	*8,63,264 0 1	8,67,830 3 8	4,566 3 7	..
From Local Funds ..	6,56,323 8 10	8,02,907 10 11	1,46,584 2 1	..
Total....	15,19,587 8 11	16,70,737 14 7	1,51,150 5 8	..

3. The following Table explains the increase in Imperial expenditure :—

* After deducting Rs. 1,25,353-3-7, sale proceeds of books. Vide para. 23 of Report for 1866-67.

	Actual Expenditure from Imperial Funds.												Remarks.
	1866-67.			1867-68.			Increase.			Decrease.			
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	
Direction and subsidiary charges	43,262	2	4	49,311	3	8	6,049	1	4	.....			
Inspection and ditto	1,12,140	11	7	1,30,831	12	11	18,691	1	4	.....			
Instruction, including all Educational Expenditure not coming under the above heads	6,35,922	7	6	6,87,687	3	1	51,764	11	7	.....			
Total....Rupees	*7,91,325	5	5	8,67,830	3	8	76,504	14	3	.....			
DETAIL OF INCREASE ON INSTRUCTION.													
Government Colleges and Schools.													
General	3,75,797	12	9	4,05,532	11	10	29,734	15	1	.....			
Special	97,242	13	11	1,01,573	9	4	4,330	9	5	.....			
Grants in aid to Private Colleges and Schools.													
General Education	57,144	14	3	52,603	9	11	.....			4,541	4	4	
Special ditto	13,537	9	11	15,319	14	7	1,782	4	8	.....			
Translation Department	6,164	12	6	8,949	6	11	2,764	10	5	.....			
Book Department	30,744	7	8	21,132	6	3	.....			9,612	1	5	
Building	36,426	4	0	64,829	1	5	28,402	13	5	.....			
Expenses from Dakshina Fund	9,477	2	6	9,470	6	2	.....			6	12	4	
Grant for purchase of Sanskrit MSS.	8,870	0	0	156	0	0	.....			8,714	0	0	
Special allowance to European and Eurasian Students.	.....			4,620	0	8	4,620	0	8	.....			
Contribution to Art Exhibition, Bombay	.....			3,500	0	0	3,500	0	0	.....			
Miscellaneous	496	8	0	.....			.....			496	8	0	
	6,35,922	7	6	6,87,687	3	1	75,135	5	8	23,370	10	1	
Add charges on account of Direction and Inspection.	1,55,402	13	11	1,80,143	0	7	24,740	2	8				
Total....Rupees	7,91,325	5	5	8,67,830	3	8	99,875	8	4				
							Deduct Decrease....			23,370	10	1	
							Net Increase....			76,504	14	3	

* The actuals for 1866-67 are for eleven months, and those for 1867-68 are for twelve months.

4. The expenditure from Local Funds during the year under Report, as contrasted with that of the previous 11 months, may be stated as follows:—.

Divisions.	1866-67.			Divisions.	1867-68.			Increase.			Decrease.
Central Division.	Rs.	a.	p.	*Central Division.*	Rs.	a.	p.	Rs.	a.	p.	
Local Funds, including Cess, Fees, Popular Contribution, &c.	2,97,247	3	5	School Fees	66,478	10	8				
				Educational Cess	2,08,011	3	10				
				Popular Contribution	4,434	4	5				
				Municipal Fund	2,855	5	4				
				Contribution for School-buildings and repairs	2,522	2	5				
				Elphinstone and other Funds	63,751	6	8				
Total	2,97,247	3	5	Total	3,48,053	1	4	50,805	13	11	....
Northern Division.				*Northern Division.*							
Local Funds, including Cess, Fees, Popular Contribution, &c.	2,09,761	4	6	School Fees	8,832	3	4				
				Educational Cess	2,35,998	6	4				
				Popular Contribution	182	8	0				
				Municipal Fund	8,805	6	11				
				Contribution for School-buildings and repairs	3,033	2	0				
				Rewa Kanta Educational Fund	670	6	9				
				Kattywar Educational Fund	43,997	8	0				
				Guzerat Provincial College and other Funds	3,365	1	7				
Total	2,09,761	4	6	Total	3,04,984	10	11	95,223	6	5	....

Southern Division.		*Southern Division.*			
Local Funds, including Cess, Fees, Popular Contribution, &c....	52,994 11 10	School Fees	13,540 11 10		
		Educational Cess.....	66,000 12 9		
		Popular Contribution.....	5,283 3 5		
		Municipal Funds	2,462 13 7		
		Contribution for School-buildings and repairs	8,361 5 7		
		Belgaum Sirdars' High School Fund	4,513 11 9		
		Dharwar English School Endowment Fund.	200 0 0		
Total....	52,994 11 10	Total....	1,00,362 10 11	47,367 15 1	....
Sind Division.		*Sind Division.*			
Local Funds, including Cess, Fees, Popular Contribution, &c....	41,626 11 2	Sind Scholarship Fund	1,129 13 9		
		School Fee Fund.....	4,781 12 9		
		Educational Cess or Jagheer Fund	2,027 8 8		
		Educational Deposit or Municipal Fund..	14,433 9 5		
		One Anna or Local Cess Fund.....	23,049 9 0		
		Contributions for Local Works	4,084 14 2		
Total....	41,626 11 2	Total....	49,507 3 9	7,880 8 7	....
Grand Total....	6,01,629 14 11	Grand Total....	8,02,907 10 11	2,01,277 12 0	....

Net Increase of actual expenditure from Local sources ..... Rs. 2,01,277 12 0

Net Increase of Expenditure compared with, for 1866-67, calculated at the same rate for 12 months .. 1,46,584 2 1

5. This large increase of upwards of 2 lakhs of rupees is due partly to the longer period now under report, but mainly to the extension of the Local Cess to parts of the Poona and Ratnagherry Collectorate in the Central Division; to the larger allotment of Local Cess made in Sind; to the extended operations of Local Cess Committees; and to the increased receipt from Fees in all parts of the Presidency.

6. Objects of expenditure on Instruction during the year 1867-68:—

	From Imperial Funds.	From Local Funds.	TOTAL.
Government Institutions.	Rs. a. p.	Rs. a. p.	Rs. a. p.
(*a*) General. Colleges	75,520 7 9	51,191 15 0	1,26,712 6 9
(*a*) General. High Schools.	91,956 5 11	48,335 3 9	1,40,291 9 8
(*a*) General. Middle Class Schools	62,589 7 11	1,08,697 11 7	1,71,287 3 6
(*a*) General. Lower Class Schools	1,74,061 3 3	3,68,680 7 5	5,42,741 10 8
(*b*) Special	1,01,573 9 4	21,637 2 1	1,23,210 11 5
(*c*) Female Schools	1,405 3 0	12,585 2 1	13,990 5 1
Total	5,07,106 5 2	6,11,127 9 11	11,18,233 15 1
Private Institutions receiving aid from Government.			
A.—*On the system of Payment for Results.*			
(*a*) General. Colleges	.....	.....	.....
(*a*) General. High Schools..	11,496 0 0	.....	11,496 0 0
(*a*) General. Middle Class Schools	13,430 8 0	.....	13,430 8 0
(*a*) General. Lower Class Schools	1,401 4 0	.....	1,401 4 0
(*b*) Special	.....	.....	.....
(*c*) Female Schools	2,369 8 0	.....	2,369 8 0
Total	28,697 4 0	.....	28,697 4 0
Carried over	5,35,803 9 2	6,11,127 9 11	11,46,931 3 1

	From Imperial Funds.	From Local Funds.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward	5,35,803 9 2	6,11,127 9 11	11,46,931 3 1
B. *Not on the system of Payment for Results.*			
(*a*) General. Colleges	.....	.....	.....
(*a*) General. High Schools ..	.....	.....	.....
(*a*) General. Middle Class Schools	23,906 5 11	.....	23,906 5 11
(*a*) General. Lower Class Schools	.....	.....	.....
(*b*) Special	15,319 14 7	.....	15,319 14 7
(*c*) Female Schools	.....	.....	.....
Total	39,226 4 6	.....	39,226 4 6
Translation Department	8,949 6 11	16 9 0	8,965 15 11
Book Department	21,132 6 3	26 2 0	21,158 8 3
Buildings	64,829 1 5	1,78,703 12 3	2,43,532 13 8
Expenses from Dakshina Fund	9,470 6 2	.....	9,470 6 2
Grants for purchase of Sanskrit MSS.	156 0 0	.....	156 0 0
Grants to Students of European and Eurasian Parentage	4,620 0 8	.....	4,620 0 8
Contribution to Art Exhibition, Bombay.	3,500 0 0	.....	3,500 0 0
Miscellaneous	.....	707 0 0	707 0 0
Total	1,12,657 5 5	1,79,453 7 3	2,92,110 12 8
Grand Total	6,87,687 3 1	7,90,581 1 2	14,78,268 4 3

7. Results of Expenditure on Instruction during 1867-68, showing number of Schools, Scholars, and Average Attendance in all grades.

	Number of Colleges or Schools.	Average monthly number on the Rolls, throughout the year.	Average daily attendance.	Ratio of average daily attendance, to average monthly numbers.
Government Institutions.				
At Colleges affiliated to the University (*i. e.* Elphinstone, Poona, Grant Medical, and Engineering Colleges, and Law School)	5	310*	275	.89
At Colleges not affiliated (*i. e.* Guzerat Provincial College)	1	40.1	34	.85
At Higher Class Schools (*i. e.* Elphinstone, Poona, Ahmedabad, Belgaum, Surat, Ratnaghiri, Dhoolia, Hydrabad, Rajkote, and Kurrachee)	10	2,074.8	1,758.9	.85
At Middle Class Schools (*i. e.* First Grade and Second Grade Anglo Vernacular Schools)	105	12,101.35	9,854.5	.81
At Schools of Lower Class (*i. e.* Vernacular or Primary)	1,670	1,01,849	91,074.1	.89
At Female Schools	97	3,328.4	2,101	.63
At Special Schools	8	203.42	252.38	.85
Total....	1,896	119,907.07	105,349.88	.89
Private Institutions receiving aid from Government.				
At Higher Class Schools.....	7	2,302	1,911	.83
At Middle Class Schools.....	18	2,255.20	1,833.9	.81
At Lower Class or Primary Schools	24	1,266.1	919.2	.73
At Female Schools	15	1,307.	949	.73
At Special Schools	3	178.2	147	.82
Total....	67	7,308.30	5,760.1	.79
Private Institutions not receiving aid but under Inspection only.				
At Higher Class Schools.....	2	349	314	.90
At Middle Class Schools.....	22	1,795.4	1,426.4	.79
At Lower Class or Primary Schools	77	4,365.8	3,322.8	.76
At Female Schools	30	1,338.1	732.1	.55
At Special Schools	1	8	8	1.00
Total....	132	7,856.3	5,803.3	.74
Grand Total....	2,095	135,161.87	116,913.28	.86

* This is exclusive of the Law Class, of which no Return has been received.

8. Increase of Schools and Scholars during the year under report:—

Grade of School.	Number of Schools.				Number of Scholars.			
	1866-67.	1867-68.	Increase.	Decrease.	1866-67.	1867-68.	Increase.	Decrease.
Government Institutions.								
High Schools.....	9	10	1	..	1,839	2,083	244	..
Middle Class Schools	191	105	..	86	23,150	11,629	..	11,521
Lower ditto ..	1,357	1,670	313	..	79,189	104,703	25,514	..
Female Schools....	61	97	36	..	1,935	3,458	1,523	..
Normal Schools....	5	5	..	..	165	175	10	..
Special Schools	3	3	..	..	113	123	10	..
Total....	1,626	1,890	350	86	1,06,391	1,22,171	27,301	11,521
Private Institutions receiving aid from Government.								
High Schools.....	6	7	1	..	2,116	2,275	159	..
Middle Class Schools	13	18	5	..	1,892	2,310	418	..
Lower ditto ..	23	24	1	..	946	1,281	335	..
Female Schools....	12	15	3	..	1,193	1,393	200	..
Normal Schools....	..	..	..	..	....	....	..	..
Special Schools	2	3	1	..	143	197	54	..
Total....	56	67	11	..	6,290	7,456	1,166	..
Private Institutions not receiving aid, but under Inspection only.								
High Schools	1	2	1	..	137	378	241	..
Middle Class Schools	15	22	7	..	1,268	1,895	627	..
Lower ditto	33	77	44	..	2,156	4,266	2,110	..
Female Schools ..	17	30	13	..	902	1,413	511	..
Normal Schools ..	..	1	1	..	....	8	8	..
Special Schools	..	..	..	..	....	....	..	..
Total....	66	132	66	..	4,463	7,960	3,497	..
Grand Total....	1,748	2,089	427	86	1,17,144	1,37,587	31,964	11,521

9. Net increase of Schools and Scholars may be stated as follows:—

	Schools.	Scholars.
Government Institutions	264	15,780
Aided Institutions	11	1,166
Inspected Institutions	66	3,497
Total....	341	20,443

10. The following table gives the numbers Matriculated from the Government High Schools as compared with last year:—

Institution.	Matriculated in December 1866.	Matriculated in December 1867.
Elphinstone High School	19	42
Poona High School	16	23
Ratnaghiri ditto	9	8
Surat ditto	6	10
Ahmedabad ditto	5	10
Belgaum (Sirdar) ditto	3	4
Dhoolia ditto	3	3
Hydrabad ditto	3	5
Kurrachee ditto	1	1
Rajkote ditto	...	2
Total....	65	108

The following Government Institutions also succeeded in passing candidates as follows :—

Sholapore, 1st Grade Anglo-Vernacular School.. 2
Sattara, 1st Grade Anglo-Vernacular School.... 1

1 Candidate from Grant Medical College, and 1 from Poona Engineering College also passed.

11. The following is a corresponding table for aided institutions :—

Institution.	Numbers Matriculated in December 1866.	Numbers Matriculated in December 1867.
Free General Assembly's Institution, Bombay..	7	6
General Assembly's Institution, Bombay..	1	2
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution, Bombay	2	6
Free Church Mission Institution, Poona	2	4
Church Missionary Society's Robert Money School, Bombay	....	5
Total....	12	23

12. The comparative results of Collegiate Instruction, as shown by the numbers who have passed the Higher University Examination are as follows :—

	Number Passed.	
	1866.	1867.
First Examination in Arts.		
Elphinstone College..	14	13
Poona ditto	4	8
B.A. Degree.		
Elphinstone College	9	18
Poona ditto	6	6
M.A. Degree.		
Elphinstone College	3	4
Poona ditto	0	2
L.M. Degree.		
Grant Medical College.....	2	3
LL.B. Degree.		
Government Law School.....	2	3
First Examination in Civil Engineering.		
Poona Civil Engineering College.. ..	2	0

13. No candidate from any Aided Institution succeeded in passing any of the Higher University Examinations.

14. The following Statements show the cost to Government, and the operations, of the Book Department.

The total Imperial expenditure on the Department during the year under report is as follows :—

	Rs.	a.	p.
(*a*) Curator's Salary	3,420	0	0
(*b*) Establishment	4,915	7	1
(*c*) House-rent	2,310	0	0
(*d*) Sum drawn for printing and purchasing School Books	1,15,068	3	2
(*e*) Ditto Encouragement of Literature	15,708	4	0
(*f*) Contingencies	7,756	9	9
(*g*) Commission to Vendors	12,035	2	9
Total.... Rs.	1,61,213	10	9

15. The sum paid into Her Majesty's Treasury on account of sale proceeds of books, including an adjustment, amounts to Rupees 1,43,526-0-11.

The following table shows the sums drawn from the Treasury for the printing and purchase of School Books, and those paid into the treasury on account of the sale of School Books, during the last five years :—

Year.	Amount drawn.			Amount paid.		
	Rs.	a.	p.	Rs.	a.	p.
1863-64	71,242	5	7	81,557	8	1
1864-65	80,117	2	11	93,756	2	3
1865-66	79,995	13	10	98,904	9	4
1866-67	1,25,766	13	10	1,25,353	3	7
1867-68	1,30,776	7	2	1,43,526	0	11

16. The following table will show the Books and Maps in different languages printed and purchased by the Department from the School Book Fund :—

	Number of Books &c.	Amount.		
		Rs.	a.	p.
English	118,302	52,509	2	1
Latin	1,038	1,555	0	0
Marathi	149,065	19,491	4	1
Gujarati	202,000	26,712	13	0
Canarese	14,243	9,624	4	6
Hindustani	15,300	3,614	13	6
Sanskrit	3,176	1,560	14	0
Total....	503,124	1,15,068	3	2

17. The subjoined is a summary statement of books and maps in different languages sold by the Department :—

	No. of Books &c. sold.	Amount.		
		Rs.	a.	p.
English	87,032	39,124	0	4
Latin	885	1,080	3	0
Marathi	172,482	48,031	4	3
Gujarati	108,496	31,280	6	6
Sanskrit	5,484	5,211	0	6
Canarese	26,712	5,497	7	6
Hindustani	3,041	935	6	10
Miscellaneous	125	885	4	0
Furniture	21	25	6	0
Total....	404,278	1,32,070	6	11

18. The amount of the prices of the books sold during the official year under report falls short of that paid into the treasury by Rupees (11,455-10-0) eleven thousand four hundred and fifty-five and annas ten. The difference is owing to the amount of outstandings for former years recovered and paid into the treasury during the year, along with the sale proceeds for that year, and also to the payment of cash balances with Branch Book Depôt-keepers for 1866-67, paid into the treasury during the year under report.

19. Of the sum drawn Rupees (15,708-4) fifteen thousand seven hundred and eight and annas four have been expended on the encouragement of Literature.

20. There has been no change in the number and distribution of subordinate Book Depôts during the year.

21. The following table shows the Building operations during the year under report :—

[*Table*

Division.	Commenced or carried on.	Completed.	Expenditure.
New Buildings.			Rs. a. p.
Central Division	36	39	*65,887 10 0
Northern Division.....	24	43	1,77,689 14 10
Southern Division.....	30	3	26,848 10 0
Sind Division	5	2	†5,303 1 11
Total ...	95	87	2,75,729 4 9
Alterations and Special Repairs.			
Central Division	....	....	....
Northern Division ...	13	6	6,594 0 0
Southern Division.....	1	2	450 2 4
Sind Division	....	....	....
Total....	14	8	7,044 2 4
Grand Total....	109	95	2,82,773 7 1

* Four other buildings in Tanna and three in Ratnaghiri were built by the people themselves, cost not known.

† A further sum of Rupees 2,500 drawn from Imperial Funds in 1866-67 was expended during the year under Report.

22. In order to show from what sources funds for buildings have been obtained, the following table is given:—

Division.	Sources of Expenditure on School-building.																	
	Imperial Funds.			Local Cess.			Municipal Funds			Popular Contributions.			Fees.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	R.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Central Division.....	5,883	1	0	55,594	6	10	1,327	5	3	2,522	2	5	560	10	6	65,887	10	0
Northern Division	65,522	0	0	57,725	8	10	....			61,036	6	0	....			1,84,283	14	10
Southern Division	13,308	6	9	5,629	0	0	....			8,361	5	7	....			27,298	12	4
Sind Division.....	1,000	0	0	318	3	9	3,984	14	2	....			....			5,303	1	11
Total....	85,713	7	9	1,19,267	3	5	5,312	3	5	71,919	14	0	560	10	6	2,82,773	7	1

In addition to these sums the following special Grants-in-aid for School-buildings have been made from Imperial Funds, under the terms of Lord Canning's Minute:—

Free Church of Scotland Mission..... Rs. 25,000
Bishop's School, Poona ..... „ 15,000

23. The following table shows the increase of Libraries in each Division:—

Libraries.

	In 1866-67.	In 1867-68.	Increase.*	Decrease.
Central Division	34	*43	9	....
Northern Division	26	52	26	....
Southern Division	13	17	4	....
Sind Division	7	7	....	....
Total....	80	119	39	....

Resolutions of Government on Education.

24. The chief Resolutions of Government affecting the Educational Department during the year have been as follows:—

(*a*) Nos. 338 of 15th June 1867 and 377 of 5th February 1868, containing rules for the registry of Native Publications under Act XXV. of 1867.

(*b*) No. 4,373 of 13th December 1867, authorising the levy of a small fee from candidates for certificates of qualification for the lower grades of the Public Service.

(*c*) A Notification publishing, under date 24th December 1867, Revised Rules for Grants-in-aid in the Bombay Presidency, on the system of Payment for Results.

Changes in the Department introduced by the D. P. I.

25. The changes in the Department introduced by the Director have been as follows:—

(*a*) The prescribing to Educational Inspectors and the Curator of the Book Depôt, improved forms of statistics for Annual Reports.

* Exclusive of the large public libraries in Bombay and Poona, which have no connection with this Department.

(*b*) Rules for the reorganization of Anglo-Vernacular Schools (Appendix G 2, page 55).

(*c*) Rules for the instruction of Vernacular School-boys in the English method of writing the addresses of letters (Appendix G 3, page 56).

General remarks on the above statistics.

26. Renewed attention has been given during the past year to the forms of those statistics which constitute the first 23 paragraphs of this report. In the absence of any instructions from Government, I have had to devise these forms entirely for myself (in consultation with the Inspecting Officers). Hence, doubtless, many improvements in them are possible, and will hereafter be ordered, or suggested. I observe that no returns have been made of Private Expenditure for the year under report. As the Government of India appears to wish for such returns, they can be added in future years, though of course not guaranteed by this Department. It would delay this report too much to endeavour to obtain them at present. A special report on the subject for the year 1867-68 might be drawn up, if wished for. Amongst other changes in my statistics, I would beg to call attention to the statement of the cost and operations of the Book Department. For the first time, the entire cost has been shown, including the Curator's establishment, and all other items. Hitherto it has been the practice to exhibit only the sums drawn for the purchase and printing of books, set off against the sums paid into the Treasury for the sale of books.

The Imperial Grant for Education.

27. The actual increase of Imperial Expenditure in 1867-68, as compared with 1866-67, is Rs. 76,504-14-3. But the official year 1866-67 having consisted of only eleven months, the increase of *rate* of Imperial Expenditure in this Presidency may be stated at Rs. 4,566-3-7, which sum is at once accounted for by the special allowances (Rs. 4,620-8-0) to European and Eurasian students, paid for the

first time. In looking over the table contained in paragraph 3 (above), I find a decrease of actual expenditure in the Book Department, amounting to Rs. 9,612, that is to say, the sales of books have gained to that amount on the total cost of the Book Department. There is a decrease of Rs. 8,714, owing to no fresh grant having been made for the purchase of Sanskrit MSS. There is also a decrease of Rs. 4,541 under the head of Grants-in-aid to Private Institutions. This is explained below in my 30th paragraph. The increases are due chiefly to the additional month accounted for in the year under report; partly also to increase of printing expenses in the Director's Establishment; to one or two seniority allowances having been granted; to a small grant for female education; to a slight increase of establishment in Poona Civil Engineering College; to the appointment of a Canarese Translator to Government; to some special grants to buildings, &c. Speaking broadly then, the Imperial Expenditure for education, as administered by this Department, has remained unchanged.

28. There are other items of expenditure coming under the Budget head of "Education, Science, and Art," which are not under the control of this Department; they are shown in the following table :—

	Amount.											
	1866-67.			1867-68.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
* Bombay University	49,512	0	0	44,412	9	7	....			5,099	6	5
† Central Museum	9,989	0	2	4,267	8	3	....			5,721	7	11
Grant to Mechanics' Institute.	150	0	0	150	0	0	....			....		
Do. to Agri-Horticultural Society	2,790	0	0	3,000	0	0	210	0	0	....		
Do. to Bombay Branch Royal Asiatic Society	3,300	0	0	3,600	0	0	300	0	0	....		
Do. to Botanical Gardens	8,976	2	5	11,584	0	1	2,607	13	8	....		
Do. to Geographical Society.	520	0	0	600	0	0	80	0	0	....		
Total	75,237	2	7	67,614	1	11	3,197	13	8	10,820	14	4

* Details of expenditure on the University are as follows:—

	1866-67.			1867-68.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Allowances to Examiners	31,709	10	3	26,688	8	0	....			5,021	2	3
Registrar's Salary	3,900	0	0	3,000	0	0	....			900	0	0
Establishment of ditto	1,529	0	0	1,668	0	0	139	0	0	....		
Contingencies	7,490	3	1	4,867	11	10	....			2,622	7	3
Printing Charges	3,919	10	8	7,242	9	9	3,322	15	1	....		
House-rent	660	0	0	720	0	0	60	0	0	....		
Temporary Increase	165	0	0	180	0	0	15	0	0	....		
Grain Compensation	41	12	0	45	12	0	3	4	0	....		
Prizes and Medals	96	12	0	....			....			96	12	0
Total	49,512	0	0	44,412	9	7	3,540	3	1	8,640	5	6
							Deduct Increase			3,540	15	1
							Net Decrease			5,099	6	5

† Details of expenditure on Central Museum are as follows:—

	1866-67.			1867-68.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Salary of the Curator	‡8,448	6	2	1,960	0	0	....			6,488	6	2
Establishment	1,106	8	0	1,668	0	0	561	8	0	....		
Contingencies	434	2	0	639	8	3	205	6	3	....		
Total	9,989	2	2	4,267	8	3	766	14	3	6,488	6	2
							Deduct Increase			766	14	3
							Net Decrease			5,721	7	11

‡ This is from 27th December 1 64 to 31st March 1867.

29. The total Imperial Expenditure on Education, Science, and Art in this Presidency, during the year under report, has thus been Rs. 9,35,444-5-7. This sum, when compared with the estimated revenues of the Bombay Presidency for the current year (namely, Rs. 8,97,78,400, *see* letter of the Government of India No 1,955, dated 4th April 1868) shows that a portion amounting only to about $1\frac{1}{2\frac{1}{5}}$ per cent. on the Imperial taxation of this Presidency has been returned to the people in the shape of expenditure on Education. This being the case, I am sorry to think that the small grants solicited by me for improvements in our professorial staff, and other necessary objects, have, solely on financial grounds, been withheld by the Government of India. This is especially to be regretted, because, as the Right Honourable the Secretary of State for India has observed in his Despatch No. 3 (Appendix LL., page (132)) "the Bombay Presidency, greatly to its credit, contributes a much larger amount (than any other Presidency) to education from its private resources."

Ratio of total Imperial Expenditure on Education and to Revenues, &c.

30. The following table shows the Grants awarded, during the year under report, to Private Institutions on the system of payments for results, as compared with those awarded in the year 1866-67:—

No.	Name of Institution.	Amount. 1866-67.			1867-68.			Increase.			Decrease.		
		Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
1	Poona Seminary	485	0	0	....			....			485	0	0
2	Pensioner's School, Poona	350	0	0	400	0	0	50	0	0	....		
3	Bishop's School, Poona	590	0	0	820	0	0	230	0	0	....		
4	Scottish Orphanage, Mahim	830	0	0	1,340	0	0	510	0	0	....		
5	Anglo-Vernacular School, Hydrabad (Sind)	710	0	0	713	0	0	3	0	0	....		
6	English Mission School at Surat	1,143	0	0	1,603	0	0	460	0	0	....		
7	General Assembly's Institution, Bombay	1,449	0	0	1,743	8	0	294	8	0	....		
8	Do. Vernacular School, Bombay	55	8	0	38	0	0	....			17	8	0
9	Indo-British Institution, Bombay	1,214	0	0	565	0	0	....			649	0	0
10	St. Mary's Institution, Byculla	3,270	0	0	2,615	0	0	....			655	0	0
11	St. Stanislaus' School, Bandora	479	0	0	853	0	0	374	0	0	....		
12	St. Xavier's Boys' School, Cavel	1,120	0	0	1,225	0	0	105	0	0	....		
13	St. Joseph's Girls' School, Cavel	459	0	0	461	0	0	2	0	0	....		
14	Poona Convent School	2,180	0	0	1,355	0	0	....			825	0	0
15	Free Church Mission Anglo-Vernacular School, Poona	2,528	0	0	2,770	8	0	242	8	0	....		
16	Do. Vernacular (Hindustani) School	53	8	0	65	12	0	12	4	0	....		
17	Do. Vernacular (Marathi) School	46	0	0	65	12	0	19	12	0	....		
18	Free Church General Assembly's Institution	2,315	0	0	1,573	0	0	....			742	0	0
19	Egutpoora School	115	0	0	....			....			115	0	0
20	Robert Money Anglo-Vernacular School, Bombay	1,530	0	0	....			....			1,530	0	0
21	Ditto ditto, Bombay	49	8	0	....			....			49	8	0
22	Church Missionary Society's Anglo-Vernacular School, Sharanpoor	72	0	0	209	8	0	137	8	0	....		
23	Ditto Vernacular School, Sharanpoor	164	0	0	62	12	0	....			101	4	0
24	Ditto ditto, Malligaum	111	0	0	51	0	0	....			60	0	0
	Carried over	21,318	8	0	18,529	12	0	2,440	8	0	5,220	4	0

No.	Name of Institution.	Amount.											
		1866-67.			1867-68.			Increase.			Decrease.		
		Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
	Brought over....	21,318	8	0	18,529	12	0	2,440	8	0	5,229	4	0
25	Church Missionary Society's Anglo-Vernacular School, Kurrachee	654	0	0	521	8	0	....			132	8	0
26	Ditto Vernacular School, Makmalabad	25	8	0	10	12	0	....			14	12	0
27	Ditto ditto Pydhoni, Bombay	60	0	0	28	0	0	....			32	0	0
28	Ditto ditto Ketwadi, Bombay	48	0	0	32	12	0	....			15	4	0
29	Ditto ditto Lower Mahim	32	0	0	29	4	0	....			2	12	0
30	Ditto ditto Matoonga, Bombay	32	8	0	26	0	0	....			6	8	0
31	Ditto ditto Malabar Hill, Bombay	22	8	0	21	0	0	....			1	8	0
32	Pensioner's School, Belgaum	685	0	0	335	0	0	....			350	0	0
33	St. Patrick's School, Kurrachee	550	0	0	1,645	0	0	1,095	0	0	....		
34	Indo-British Institution, Kurrachee	880	0	0	....			....			880	0	0
35	Sharanpoor African Asylum, being Capitation Allowance for 133 Africans....	....			1,330	0	0	1,330	0	0	....		
36	St. John's School, Colaba ..	....			270	0	0	270	0	0	....		
37	Mission Ver. School No. I, Surat	....			110	0	0	110	0	0	....		
38	Ditto No. II. ditto....	....			76	8	0	76	8	0	....		
39	Ditto No. III. ditto ..	....			73	4	0	73	4	0	....		
40	Ditto No. IV. ditto ..	....			41	0	0	41	0	0	....		
41	Ditto No. V. ditto ..	....			19	0	0	19	0	0	....		
42	Ditto No. VI. ditto ..	....			13	0	0	13	0	0	....		
43	Ditto No. VII. ditto (Girls)'.....	....			13	8	0	13	8	0	....		
44	Mission Ver. School No. 1, Gogo	....			82	0	0	82	0	0	....		
45	Ditto No. II. ditto ..	....			47	0	0	47	0	0	....		
46	Ditto No. III. ditto ..	....			19	8	0	19	8	0	....		
47	Kurrachee Marathi and Guzerathi School	....			29	0	0	29	0	0	....		
	Total carried forward..	24,308	0	0	23,302	12	0	5,059	4	0	6,664	8	0

No.	Name of Institution.	Amount. 1866-67.	1867-68.	Increase.	Decrease.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Total brought forward	24,308 0 0	23,302 12 0	5,659 4 0	6,664 8 0
	Add— Grants given to the following Institutions in 1866-67, but drawn in 1867-68:—				
1	Free Church General Assembly's Institution, Bombay	....	2,315 0 0	2,315 0 0	....
2	General Assembly's Institution, Bombay	....	1,449 0 0	1,449 0 0	....
3	Ditto Ver. ditto ditto...	....	55 8 0	55 8 0	....
4	Church Missionary Society's Vernacular School, Ketwady	....	48 0 0	48 0 0	....
5	Ditto Mahim	....	32 0 0	32 0 0	....
6	Ditto Malabar Hill	....	22 8 0	22 8 0	....
7	Ditto Poidhony	....	60 0 0	60 0 0	....
8	Ditto Matoonga	....	32 8 0	32 8 0	....
9	St. John's School, Colaba..	....	1,380 0 0	1,380 0 0	....
	Total....	....	5,394 8 0	5,394 8 0	....
	Grand Total....	24,308 0 0	28,697 4 0	11,053 12 0	6,664 8 0
	Deduct Decrease			6,664 8 0	
				4,389 4 0	
	Deduct Grants of 1866-67 drawn in 1867-68			5,394 8 0	
	Net Decrease			1,005 4 0	

The above statistics indicate, 1st, a decrease in the amount of grants obtained by many of the schools, in comparison with the previous year, owing to a slight increase in the strictness of the standards (see Major Waddington's report, Appendix A 1, page 49); 2ndly, an extension of Grants-in-Aid, under the system of payments for results, to several schools outside of the Central Division. The standards have been strict, and strictly enforced, and yet we have had no complaints from school-managers, though remarks on the system were invited by circular. On the whole, as changes will be avoided for the future, I think it may be considered that the results of the year show a favourable working and gradual consolidation of the system.

31. Passing on now to Local sources of expenditure, the table given above (paragraph 4) compares the expenditure of Local Funds in detail for the year 1867-68 with that given in gross for the year 1866-67, showing an increase of actual expenditure from Local sources of Rs. 20,12,277-12-0 over that of the eleven previous months. The Inspectors continue to give the most encouraging reports of the working of the Local Cess throughout the Presidency, which are fully borne out, *first*, by my own personal observation of the interest taken by the agricultural population in the Schools established from this cess; and *secondly*, by the statistics of the children of local cess-payers attending these schools, as follows:—

In the Central Division.....	21,369
In the Northern ditto	15,567
In the Southern ditto	10,906
In Sind	93
Total....	47,935

From these numbers we may surely be justified in concluding that in this Presidency, by means of the Local Cess, the problem has been solved how to reach with education

the cultivator class, who form the masses of the population in India. Questions have arisen with regard to the character of the Local Cess, which have been stated (not, I think, quite fairly) by Mr. Howell in his "Note on the state of Education in India, 1866-67," paras. 28, 29, where the reader might be led to imagine that we have asserted the Local Cess to be "entitled to an equivalent contribution on the grant-in-aid principle." This was never for a moment asked or contemplated by this Department, or the Government of this Presidency. All that was asked, was, that while the entire current expenses of Local Cess Schools were met from the Local Cess, assignments for school-buildings, made by Local Cess Committees, might receive subsidies from the Imperial Funds. The grounds for this claim were, 1st, that the assignments in question are made or withheld, at pleasure, by the Local Cess Committees; 2ndly, that the Local Cess had been represented to the people to be a substitute for the contributions to buildings, which they used formerly to make; 3rdly, that in Bengal, where no Local Cess is contributed, the people can obtain subsidies for school-buildings to which they subscribe. The Government of India has, however, continued to disallow these arguments. Another circumstance may be mentioned as unfavourable to the development of Local Cess Schools, namely, that the very simple plan frequently submitted by me for entitling the Schoolmasters to pension, by means of levying a percentage on their salaries, so as to indemnify Government for the outlay, has never been adopted (see para. 26 of my report for 1866-67).

Withdrawal of Bombay Municipal Grant.

32. It was mentioned by me last year (para. 25) that an assignment of Rs. 10,000 per annum had been made by the Bench of Justices in Bombay, for the extension of primary schools within the Island. Subsequently it was discovered that this grant was illegal, the usual clause empowering the Municipality to assign funds to educational

objects, having inadvertently been omitted from the Bombay Municipal Act. The assignment was accordingly withdrawn. Disappointment and inconvenience to the people will be caused, unless by a short supplementary Act of the legislature the necessary powers for renewing the assignment are given to the Bombay Municipality.

Number under Instruction, and cost to Government.

33. The table contained in para. 7 above, shows an average monthly attendance:—

In Government Institutions of	117,997.07
In Aided ditto of.....	7,308.50
In Private do. (Inspected only) of.....	7,856.3
Total....	133,161.87

The total population of the Presidency according to the last returns being estimated at 15,745,283, the number of pupils on the rolls of Educational Institutions inspected by this Department bears to population a ratio of .8,450 per cent.

The cost per head to Government on average daily attendance of pupils throughout the Presidency is, in—

Government Institutions.	Rs.	a.	p.
Colleges	493	3	9
High Schools.....	52	4	11
Middle Class (or Anglo-Vernacular) Schools	6	5	7
Vernacular Schools	1	14	6

In Aided Institutions, on the system of payment for results, the cost to Government per head on average daily attendance is, in—

	Rs.	a.	p.
Colleges	.....		
High Schools	6	0	3
Middle Class Schools	7	5	2
Vernacular Schools	1	8	4

Increase of Schools and Scholars.

34. The tables in paras. 8, 9 show a net increase of Schools and Scholars during the year as follows :—

	Schools.	Scholars.
Government Institutions	264	15,780
Aided Institutions	11	1,166
Inspected Institutions	66	3,497
Total	341	20,443

The great increase is, of course, in Government Lower Class or Vernacular Schools, which number 25,514 additional pupils in the year under report. This is mainly due to the operation of the Local Cess, but partly also to the transfer of some 11,521 pupils from the head of Anglo-Vernacular to that of Vernacular Schools. This is explained below in paragraph 40.

Results of Inspectors Examinations of Schools, both Governmental and Private, under prescribed Standards.

35. The following tables show the results of Inspectors' and Deputy Inspectors' Examinations of all Schools throughout the Presidency :—

Results of Inspectors' Examinations of Government and Aided Schools under prescribed Standards.

European and Eurasian Schools.

	Number of Scholars Examined.	Number of Scholars Passed.																				
		Standard I.		Standard II.				Standard III.						Standard IV.				Standard V.				Standard VI.
		1st Head.	2nd Head.	1st Head.	2nd Head.	3rd Head.	Needle Work.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needle Work.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation
Govt. Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Aided Schools	975	9	227	258	214	251	4	152	222	177	161	96	74	42	41	38	37	7	12	8	..	..
Total	975	9	227	258	214	251	4	152	222	177	161	96	74	42	41	38	37	7	12	8	..	..

STANDARD I.

1st Head.—Multiplication Table and Simple Addition.
2nd Head.—Reading easy Child's Book and Writing words of one syllable.

STANDARD II.

1st Head.—Arithmetic—First four Rules.
2nd Head.—Reading easy Narrative.
3rd Head.—Writing large hand.

STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
1st Head.—Arithmetic to Rule of Three inclusive. 2nd Head.—Writing fair small hand. 3rd Head.— (*a*) Repetition of 100 lines of easy Poetry. (*b*) Reading, as of Newspaper. 4th Head.—Writing to Dictation from the same. 5th Head.— (*a*) Outlines of History of India. (*b*) Geography of Asia.	1st Head.—Mathematics— (*a*) Arithmetic to Vulgar and Decimal Fractions. (*b*) Euclid to the 10th Proposition 1st Book. (*c*) Algebra up to Multiplication and Subtraction. 2nd Head.—English— (*a*) Reading and explanation of easy English Classics. (*b*) Recitation of Classical Poetry (300 lines). (*c*) Dictation including hand-writing. (*d*) Grammar, Rules of Syntax. 3rd Head.—Second language, *i.e.*, either Latin, Sanskrit, or any Vernacular language. Written translation into English of easy sentences. 4th Head— (*a*) Outlines of History of England. (*b*) Geography of Europe.	1st Head.—Mathematics— (*a*) Arithmetic, complete, with Mensuration. (*b*) Euclid, 1st Book, with Simple Deductions. (*c*) Algebra to Simple Equations. 2nd Head.—English— (*a*) Paraphrase of English Poetry. (*b*) Grammar and Analysis of sentences. (*c*) Composition on a given subject. 3rd Head.—Second language, *i.e.*, either Latin, Sanskrit, or any Vernacular language. Written Translation into English from any ordinary School Book, and *vice versâ*. 4th Head.— (*a*) Outlines of Universal History. (*b*) General Map Drawing. (*c*) Physical Geography.	Matriculation.

Anglo-Vernacular Schools.

	Number of Scholars examined.	Number of Scholars Passed.																			
		Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.
		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
Govt. Schools..	8,154	2,177	1,270	1,570	1,558	1,143	1,300	914	615	560	490	364	382	389	316	278	156	150	100	128	102
Aided Schools..	1,792	430	344	482	382	341	304	74	198	176	148	49	90	74	61	56	48	38	49	26	19
Total....	9,946	2,607	1,614	2,052	1,940	1,484	1,604	988	813	736	638	413	472	463	377	334	204	188	149	154	121

Standard I.

1st Head.—Arithmetic—Four simple Rules.
2nd Head.—English.—
(*a*) Reading of 1st and 2nd Books with explanation.
(*b*) Spelling easy words.
(*c*) Writing large hand.
3rd Head.—Vernacular.—
(*a*) Reading 3rd Book with explanation.
(*b*) Writing easy words.

Standard II.

1st Head.—Arithmetic; Reduction, and four compound Rules.
2nd Head.—English.—
(*a*) Reading and Explaining 3rd Book.
(*b*) Writing half-text.
(*c*) Grammar; Parts of Speech.
(*d*) Written translation into English of easy sentences.
3rd Head.—Vernacular.—
(*a*) Reading 4th Book with Explanation.
(*b*) Writing.
(*c*) Grammar; Declensions and Conjugations.
4th Head.—
(*a*) Local History, *i. e.* History of the Province &c.
(*b*) Geography of India.

STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
1st Head.—Arithmetic to simple Proportion and Interest inclusive. 2nd Head.—English.— (*a*) Reading 4th Book with *viva voce* explanation in English or Vernacular. (*b*) Parsing easy sentences. (*c*) Writing fair small hand. 3rd Head.—Vernacular.— (*a*) Reading Senior School Books with explanation. (*b*) Writing easy sentences to Dictation. (*c*) Easy Parsing. (*d*) Written translation into English from any ordinary School Book. 4th Head.— (*a*) Outlines of History of India. (*b*) Geography of Asia.	1st Head.—Mathematics.— (*a*) Arithmetic to compound Proportion and Vulgar and Decimal Fractions. (*b*) Euclid to the end of the 10th Proposition, 1st Book. (*c*) Algebra; Multiplication and Subtraction. 2nd Head.—English.— (*a*) Reading Senior School Books with explanation. (*b*) Dictation, including Hand Writing. (*c*) Grammar; Common Rules of Syntax. 3rd Head.—Vernacular.— (*a*) Translation from English into Vernacular, or *vice versâ* of any Senior School Books. (*b*) Writing to Dictation from the same. (*c*) Grammar of sentences. 4th Head.— (*a*) Outlines of History of England. (*b*) Geography of Europe.	1st Head—Mathematics. (*a*) Arithmetic Complete. (*b*) Euclid, 1st Book with simple Deductions. (*c*) Algebra to Simple Equations. 2nd Head.—English.— (*a*) Reading and Explanation of the simpler English Classics. (*b*) Paraphrase. (*c*) Grammar and Analysis of sentences. 3rd Head.—Vernacular.— (*a*) Translation from English into Vernacular or *vice versâ*. (*b*) Paraphrase of Vernacular Poetry taken from ordinary School Books. (*c*) Vernacular Grammar and Idioms. 4th Head. (*a*) Outlines of Universal History. (*b*) General Map drawing. (*c*) Physical Geography.	Matriculation.

Vernacular Schools.

	Number of Scholars Examined.	Number of Scholars Passed.												
		Standard I.			Standard II.			Standard III.				Standard IV.			
		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools	69,999	15,287	15,225	16,404	8,755	9,760	6,276	5,331	5,223	6,289	4,496	1,193	1,342	1,718	1,039
Aided Schools.....	998	198	115	214	200	218	126	81	97	131	44	..	..	..	..
Total....	70,997	15,485	15,440	16,618	8,955	9,978	6,402	5,412	5,320	6,420	4,540	1,193	1,342	1,718	1,039

Standard I.

1st Head—Arithmetic—Addition and Multiplication Tables.
2nd Head.—Writing Syllables.
3rd Head.—Reading 1st and 2nd Books.

Standard II.

1st Head—Arithmetic.—Four Simple Rules.
2nd Head—
(*a*) Writing simple words.
(*b*) Reading and Explanation of 3rd Book.
3rd Head.—Definition of Geography and Elementary Geography of the Presidency.

Standard III.

1st Head—Arithmetic up to Rule of Three.
2nd Head—Writing to Dictation from a Senior School Book.
3rd Head—Reading and Explanation of 4th Book.
4th Head.—
(*a*) Local History, *i. e.*, History of the Province.
(*b*) General Elementary Geography.

Standard IV.

1st Head.—Arithmetic complete.
2nd Head.—Vernacular writing from Dictation.
3rd Head.—
(*a*) Reading Current Vernacular Literature.
(*b*) Paraphrasing Vernacular Poetry taken from Ordinary School Books.
(*c*) Vernacular Grammar.
4th Head—
(*a*) History of India.
(*b*) Map Drawing.

These tables will show exactly to any one who takes the trouble to examine them, what has actually been achieved in the way of educating the people of this Presidency. The Bombay Department of Public Instruction is unique in the employment of standards of this kind, and the system is still, even with us, in its infancy. But I need hardly dilate upon its advantages. The statistics which it affords stand in marked contrast to the vague qualitative epithets, such as "good," "excellent," "indifferent," applied to whole schools, under other systems, which give no clue to the exact meaning of these terms, and no guarantee that any two Inspectors have a common criterion. In many cases, as may be seen by consulting the detailed tables in Appendix A, our system exhibits "the nakedness of the land." But if such returns were available from all parts of India, how much more definite would the information in the annual "NOTE on the State of Education in India" become!

On the present state of Government Institutions. (a) Arts Colleges.

36. The prominent fact in reference to the Government Arts Colleges, which now comes under observation, is the great advance in numbers and in University success made by the Elphinstone College during the year under report.

At the end of 1866-67 the numbers on the rolls of Elphinstone College were	106
At the end of 1867-68	153
The number of Elphinstone College Students obtaining the B. A. Degree in 1866-67 was ..	9
In 1867-68.....	18

For these results Mr. Chatfield, who has for two years administered Elphinstone College with much ability, deserves great credit.

Last year I reported that our College professors were too few in number, a point noticed by the Right Honourable the Secretary of State for India in his Despatch No. 3, para. 7

(see Appendix LL., page 133). The disproportion of teaching power to the number of students in Elphinstone College has now become almost ludicrous. I subjoin in a foot-note* extract from my letter No. 2898 to the address of Government, under date 18th January last, copy of which was forwarded to the Government of India, who, I regret to say, have not yet acceded to my proposals.

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* The number of students, which was 104 at the end of the last official year, has risen to 164. The subjects actually taught to them are English, Latin, Sanskrit, Mathematics, History, Logic, Moral Philosophy, Political Economy, Chemistry, and higher Mathematics, and in each of these subjects it will be seen that there are three or four different stages of attainment, and a corresponding number of different classes to be taught. Altogether about 36 classes have to be taught separately, and as each class ought to have at least 3 hours per week, the result is that (besides the hours to be spent in examination, looking over compositions, &c.) 108 hours of actual lecturing or teaching have to be provided in each week. To meet this demand we have—

1 Principal, who is Professor of Moral Philosophy.
1 Professor of English Literature.
1 Professor of Mathematics.
1 Professor of Sanskrit.
1 (half-time) Professor of Chemistry.
6 Dakshina Fellows.

The Dakshina Fellows are in fact pupil teachers, for they are invariably graduates in Arts who are preparing for the Master of Arts, or the Bachelor of Laws, degree. Only six hours' teaching per week is exacted from each of them, which gives a total of 36 hours, leaving 72 hours to be divided amongst 5 Professors. Of these, the Chemistry Professor belongs to another College, and gives half time teaching to the Elphinstone College students—six hours per week, leaving 66 hours to be divided among the four substantive Professors. But 12 hours of actual lecturing or teaching (exclusive of examinations, the corrections of exercises, &c.) is the outside which ought to be demanded of any Professor. So we have a deficiency of 18 hours' teaching per week below the present wants of the College, and without any allowance being made for the sickness or absence of any Professor during any time in the year.

But, besides this deficiency of the staff, looked at merely as so many officers, able to work so many hours in the week, it will be seen the existing staff is quite inadequate to meet the wants of the students as regards speciality of subjects. We have 89 students in the College learning Latin, at various stages, from the rudiments up to the M.A. Standard. And we have no Professor, or regular teacher, of Latin at all. Latin is taught as a supererogatory subject by the

37. The Secretary of State animadverts on the misappropriation of Elphinstone Funds, so often pointed out by me. It now turns out that the so-called Trustees of the Elphinstone Funds, have no legal status, being self-elected and without the authority of a Trust-deed. An Act of the Legislature will, I believe, shortly be passed to define the position of these funds. When this is done, it may be hoped that Elphinstone College may be placed on a more worthy and assured footing.

Deccan College.

38. Three years ago it was thought that Poona College was gaining on Elphinstone College in numbers and success—(see paragraph 46 of my Report for 1865-66). This expectation how-

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Professors of Moral Philosophy, English and Sanskrit. Again, we have 147 students taking up different branches of history, the highest class having to prepare for the M.A. standard, which is scientific and very difficult, and yet we have no Professor of History, though a wise teaching of this subject is a matter of political importance.

Again, besides the classes actually existing, there are other classes which would be formed, but for the absolute want of any means for their instruction. I mean especially classes in *Arabic*, which are required by the increasing numbers of Mahomedan students. These students are now compelled against their inclination to take up Latin, though Arabic is laid down in the University course as one of the alternatives to Sanskrit or Latin.

Under all these circumstances I trust that I shall not be thought to be asking too much if I repeat my former proposals for Elphinstone College, and solicit Government to sanction for that College the appointment of a Professor of Latin and a Professor of Semitic languages on a salary of Rupees 600 per mensem each. A Professorship of History and Political Economy I hope soon to see provided for by redistribution of Elphinstone Funds, hitherto applied by the Trustees to the payment of their Secretary and his establishment.

In asking for a Professor of Semitic languages I have in view the wants of Jewish students, who may be expected to join the College, and who will wish to take up Hebrew for their University examinations; but above all things I look to the encouragement of the education of Mahomedans throughout the Presidency, especially in Sind. I would beg to point out that this one Professor of Semitic languages, now solicited, is meant to do for Bombay at an expense of Rupees 7,200 per annum, as far as possible, what the Arabic Department of the Calcutta Madrissa College does for Bengal, at an expense of Rupees 13,500 per annum.

ever, has not been realized. In both respects the Deccan College keeps a moderate second position. Reasons are assigned by the Acting Principal in his Report (see Appendix B 2, page 176), for the apparently arrested condition of the Deccan College. The superior intelligence of the inhabitants of the metropolis seems to me to be the chief cause of the larger attendance at Elphinstone College, though the attractions of the Law classes may have also operated in drawing matriculated students from the Mofussil to Bombay. It will be observed that in the above lines the name "Deccan College" is substituted for the old name of Poona College. This change of name is connected with the recent removal of the College establishment into a handsome building at some distance from the city of Poona, built with the aid of the liberality of Sir Jamsetje Jejeebhoy. One notable result of the opening of this Collegiate building, has been, that almost the entire body of the students have taken up their residence in the College premises. They have further signalized their distinctive character by the adoption of academical gowns, which, though a small matter in itself, may be taken to indicate a proper spirit of pride in the college to which they belong.

(b) High Schools.

39. An increase has been made in the number of the High Schools under the Inspection of this Department, by the addition of Second Grade Schools at Rajkote and Kolhapur.

A general improvement is observable in previously existing Government High Schools, as shown by the numbers of boys matriculated in 1867-68,—being 108 against 65 in 1866-67.

Far the greatest advance, however, has been made in the Elphinstone High School, which, under the able management of Mr. Kirkham, the Principal, has increased its numbers on the rolls from 561 to 744, and its matriculations from 19 to 42. Rutnagherry and Dhoolia (Second Grade) High Schools have maintained their excellent state of organization

under Messrs. Ramkrishna Gopal Bhandarkar, M.A., and Vithal Narayan Pathák, M.A., respectively. The High School at Surat has now been placed under Mr. Best, B.A., of the University of Oxford, who, it is hoped, will succeed in raising its condition.

(c) Anglo-Vernacular Schools.

40. An attempt was made in the year under report, to introduce an improvement in 2nd Grade Anglo-Vernacular Schools (see my Circular, Appendix G2, page 55). The object of the order was, to deal with the numerous Schools throughout the country, in each of which a small class, sometimes of six, five, or even three boys were allowed to learn a little English. This they could only do most imperfectly, generally imbibing faults of accent and idiom from their teacher, which proved afterwards a real obstacle to their ever acquiring the language properly. It was accordingly ruled, (1st) that no boy should begin learning English in a Government School, till he had passed Standard III. in his own Vernacular; (2nd) that a fee of one Rupee should be charged to each boy learning English; (3rd) that except where a class of twenty English-learning boys could be formed under the above conditions, no English should be taught in Vernácular Schools. This rule, however, was kept in abeyance, as far as Sind was concerned, on account of the backward state of that province. In the other divisions the Inspectors report on its working as follows:—

Major Waddington says (para. 13), "Much objection has been raised to the order of this Department fixing a fee of one Rupee for all boys learning English, but I feel convinced that the measure will ultimately prove beneficial. From the increased resources from fees we shall be able to provide really good teachers of English. In the city of Poona, it has led to the establishment of three private Schools, and two have also been opened at Alibag and Bhewndy, but I do not know that this is at all to be regretted. Ráo Saheb Narayen Bhai, Deputy Educational Inspector of Poona, and

the Deputy Educational Inspector of Nuggur are of opinion that the higher Fees will really prohibit the acquisition of English, but the other Deputies are not of this opinion. They think that in a very short time the numbers learning English will again increase, and will be far in excess of what they have ever yet been, when really competent masters are engaged. I myself lean to the latter opinion, and see signs of an increase already."

Mr. Curtis says (para. 13), "A decrease of 314 in those studying English, is due :—

"1st, to the increase of the Fee for English Instruction in 1st and 2nd class Anglo-Vernacular Schools.

"2ndly, the fact that no money is available, from either Imperial Funds or the Local Cess, for the improvement of Government Schools, to which English is taught.

"3rdly, to the strict enforcement of the rule, that no boy should be allowed to commence the study of English until he has passed in the 3rd Vernacular Standard; and in Ahmedabad, to the opening of an English School, in which the fee is nominal, by the Missionaries located in that city. The *decrease* is, in my opinion, temporary only, and next year will show a different result.

"Last year, 10 per cent. of those under instruction were learning English; this year, 7.7 per cent. only."

Mr. Russell says (para. 9), "Since the operation of the Director's recent order, English teaching is generally stopped in the Anglo-Vernacular Schools, as the people will not pay the enhanced fee, neither can the boys generally come up to the Director of Public Instruction's recent requirements —in this Division at least—as regards numbers attending, and proficiency in their Vernacular."

It will be seen that two of the Inspectors think that the "panic," caused by the change, would be merely temporary, and that in a short time the numbers learning English would soon rise again, even under the new conditions, to their

former proportions. I myself was of the same opinion. I thought that most persons above the lowest class of labourers (for whom instruction in English is hardly intended) would not find much difficulty in paying twenty-four shillings per annum for learning a foreign language; and I thought that if this fee were paid, we should be able to provide qualified teachers, who would be able to impart something better than the incorrect smattering of English, which has hitherto characterized our Second Grade Anglo-Vernacular Schools. By fixing the minimum number of an English class at twenty, I intended to prevent the waste of a Master's time, in endeavouring to teach a particular subject to a very small section of his school. But finding that the rule was misunderstood, and was considered harsh, by the people, I have for the present abated the terms prescribed, fixing the minimum fee for English at eight annas per mensem, and the minimum number of an English class at fifteen; and I hope that, under this compromise, the transition to a better condition of the Anglo-Vernacular Schools may be effected. The actual operation of the rule, as first issued, is shown in a decrease of 11,521 in the numbers of pupils in Government Middle Class Schools, these schools having been reduced to Vernacular (or Primary) schools, and in a decrease of English-learning pupils as follows:—

In the Central Division	1,172
Ditto Northern ditto	314
Ditto Southern ditto	187

Of course the above decreases do not affect the net increase of 15,780, which we show in the pupils of Government schools, and I do not believe that the extension of English in the Presidency has been really retarded.

(*d*) Colleges for special Education (Grant Medical College).

41. The Medical College of the Presidency continues in an unsettled and unsatisfactory condition, as may be gathered from the small number of candidates

presenting themselves for Medical Degrees. The College shows, it is true, signs of beginning to attract Native Students, but on the other hand the whole scientific character of the Institution appears to me to have been seriously threatened during the year under report—(1st) by the G. O. G. I. No. 370 of April 4th 1867, which attaches the professorial chairs of Grant Medical College to certain Presidential appointments in the Medical Department, (2nd) by the action of the Inspector General, Medical Department, who has shown a tendency to assume the control of the College, treating it rather as a mere training School for subordinate officers in the Medical Department, than as an Educational Institution for the diffusion of the science of Medicine in this Presidency. On the working of the order of the Government of India above mentioned, the Acting Principal, in his Annual Report, offers no special observation, but I must say that in his complimentary remarks (doubtless in many cases well merited) on the staff of College Professors, he has omitted to record that difficulty has been found in obtaining lectures on Materia Medica, owing to the Medical Storekeeper of the Presidency, who was, under the order in question, made *ex-officio* Professor of Materia Medica, having declined to deliver lectures on that subject. I may here observe that the Annual Reports of Grant Medical College have frequently appeared to me to be characterized by a military reserve, which has rendered them less interesting and instructive than the reports from other sections of this Department. It is clear now that the Grant Medical College holds an anomalous position, being regarded by those connected with it, half as an Educational, and half as a Military Institution. In the latter capacity it might no doubt perform useful functions, but I am humbly of opinion that if Government wish the College to play a worthy part in the diffusion of European civilization in this country, they will reconsider the order which makes it a mere appendage of the Military Medical Department. It seems natural that the Professorships in the College should be regarded as purely

scientific appointments, to be filled up irrespectively of the claims of Military service. Unless this principle be adopted, I should hardly expect to see the College ever emerge from its present mediocre position as an Educational Institution.

Poona, Civil Engineering College.

42. Sanction has at last been obtained from the Government of India for an increase in the staff of this inadequately-provided College. But, up to the present date, only one European Professor, who is also Principal, has been available for teaching or superintending the various branches of the peculiarly European science of Engineering. To this deficiency of teaching power, and also to the novel character of the examinations, I attribute the failure of all candidates from the College to obtain the Degree of Licentiate during the year under report. The Engineering College has been recently moved into a new and suitable Collegiate building erected by Government with the aid of a donation from Mr. Cowasjee Jehanghier Readymoney, the munificent benefactor, in so many ways, of this Department.

Government Law School.

43. The Law classes appear to have gone on prospering. They were attended by 59 students at the beginning of the year under report, and by 79 students at the end, of whom 8 were Masters of Arts and 27 Bachelors of Arts, the rest being Undergraduates of the University. Three candidates from this School passed the University LL.B. Examination.

(e) Normal Schools.

44. The five Normal Schools of the Presidency are entirely devoted to the training of Masters for Vernacular Schools. For English Masters of all grades we look to the High Schools and the University. The best instrument for improving the Normal Schools, I conceive to be the Standards of examination prescribed by the Department. Thorough

training in the requirements of these standards will best qualify the students for the performance of their limited duties, as Vernacular School-masters. To this point attention has recently been given. The Poona Training College, the late Principal of which was rather an able scholar than a practical educationist, has, since his promotion to be Reporter on Native Newspapers, been placed under Rao Saheb Narayen Bhai Dhandekar, late Deputy Educational Inspector, from whose great practical experience of the requirements of schools, and his habit of managing school-masters, much improvement of the Training College may be expected. It has been found difficult hitherto to get youths of any intelligence to enter this Institution, but by degrees, as the Department settles down in its organization, and especially when arrangements have been made for granting pensions to the Masters of Local Cess Schools, this difficulty will cease.

(*f*) Female Schools.

45. By the Resolution No. 1040 of the Government of India, under date 7th December 1867, the sum of Rs. 10,000 per annum was granted as an annual Imperial assignment for Female Education in this Presidency. This sanction, however, arrived too late in the year to admit of full advantage being taken of it.

The following tables will show the advance made in female education during the year under report:—

Expenditure on Female Schools.

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Imperial	3,446 0 0	3,774 11 0	328 11 0	....
Local	4,214 4 0	12,585 2 1	8,370 13 4	....
Total	7,660 4 0	16,359 13 1	8,699 8 4	....

Increase in Female Schools and Scholars.

	Schools.			Scholars.		
	1866-67.	1867-68.	Increase.	1866-67.	1867-68.	Increase.
Government	61	97	36	1,935	3,458	1,523
Aided	12	15	3	1,193	1,393	200
Inspected only	17	30	13	902	1,413	511
Total....	90	142	52	4,030	6,264	2,234

In the Southern Division, owing to the creditable exertions of the Deputy Inspectors, new female schools, both Brahman and Lingayet, have been started, the cost being defrayed out of Local Cess. In the Northern Division Mr. Curtis reports that "an increase of 32 Female schools, and of 1,417 girls under instruction, without any addition to the Imperial Funds available for this purpose, shows that the desire for Female Education is steadily increasing, and this too in all parts of the Division."

Major Waddington reports on the Female Schools of the Central Division, "The interest taken in them by the people themselves is always superficial, often feigned, and except at the Presidency (and even there only among the Parsees and a few of the more highly-educated Hindoos), I see no evidence of a real earnest desire on the part of the people in general for the education of their female children."

I must say that my own observation would lead me to coincide in the opinion of Major Waddington. It has always appeared to me that female education is a reality with the Parsees, and a pretence with the Hindoos, though less so with the Guzerathi than with the Marathi-speaking people. The best chance for the gradual improvement of Native Girls' Schools would be that resident European ladies should take a business-like interest in them, free from all proselytizing

intentions. It is, unfortunately, seldom that this can be expected. But my best thanks are due to influential ladies at Tanna and at Dhoolia, for the improvement they have effected in the Girls' Schools of those places.

Plan for a Female Normal School.

46. The proposal, mentioned in para. 46 of my last Annual Report, for the establishment of female Normal Schools in this Presidency did not obtain sanction during the year under report. Recently, however, a modified sanction for Rupees 12,000 per annum to establish a Female Normal School in the Town of Bombay has been received. The Secretary of State has been applied to for the appointment of a qualified Mistress or Superintendent, under whom Anglo-Vernacular Masters will be appointed. We are as yet quite in the dark as to the sort of pupils who will enter this Institution. I should be inclined to think that the wives of School-masters would be among the most appropriate and promising pupils. But it may turn out that the apparent difficulties of the experiment will diminish on actual trial.

State of Aided Institutions.

47. Aided Institutions, like the Government Institutions, must be judged from the table of Results of Examinations (paragraph 35). From this it would appear that Standard I. for Anglo-Vernacular Schools is of all the standards the one under which most pupils from aided Schools passed. This would indicate that aided Schools devote most of their strength to elementary instruction, supplemented by a little English. In purely Vernacular instruction the Aided Schools show remarkable weakness as contrasted with the results of Government Institutions. No student from any aided Institution appears to have succeeded in passing any of the higher University Examinations during the year. Nineteen students from these Institutions matriculated in the University.

48. It will be observed that of the 46 Schools aided, during the year, on the system of payments for results, no less than 13 are schools for European and Eurasian children, and that out of 16 new applicants for grants, registered for Examination during the year 1868-69, as many as 6 are of the same character, altogether 19 out of 59. Again, out of the Imperial expenditure on School buildings during the year (Rs. 1,25,713-7-9) no less than Rupees 40,000 have been assigned to buildings for European and Eurasian Schools on the principle of Lord Canning's minute. There is certainly no direction in which the Department of Public Instruction in Bombay has more developed recently, than in that of providing or aiding Education for children of British or Indo-British parentage. The allowances of special grants to boys of such parentage, who pass under the higher Standards and are willing to study for, and in, the University, have been successful in encouraging a class of persons who had previously kept aloof from liberal education, to enter High Schools and Colleges, and, side by side with Brahmans and Parsees, to study Arts, Medicine, and Civil Engineering. Sixteen of these Exhibitions are now held by boys, who will I trust introduce a new element into the Colleges, and associate on terms of fellowship and equality with the Native students.

Education of European and Indo-British children.

49. I have received from time to time favourable accounts of the progress of the young Raja of Kolhapur, under his Governor Captain West, and his tutor Mr. Jamsetjee N. Unwala, M.A. Mr. Bellairs at Belgaum seems to have done good service in superintending the education of the young Chief of Miraj. Major Waddington in his Report (Appendix A 1, page 53) records the attendance of some young Marathi Sirdars at Government Schools of the Deccan and Concan. And at Ahmedabad a boarding-house for minor Talookdars is being established by the Settle-

Education of Native Princes and Sirdars.

ment Officer, in connection with the High School. The above facts are only beginnings in a right direction. It would be well if systematic rates could be laid down for the attendance of all wards of Government at public places of instruction, under suitable arrangements according to their respective positions.

Popular Education in Native States.

50. Popular Education has been extended and improved in the Native States of Kolhapur and Miraj, under Colonel Anderson. And Mr. Curtis, in his report (Appendix A 2, pages 96, 97) speaks enthusiastically of the spread of Education in Kattyawar and Reva Kanta.

Sale of School Books.

51. The Curator's Report, embodied above in paras. 15—18, shows the steady and satisfactory growth of operations in the sale of School-books, Rs. 1,43,526 having been paid into the Treasury during the year, on account of these sales, against Rs. 1,25,353 in 1866-67, and Rs. 98,904 in 1865-66.

Encouragement of Literature.

52. Appendix K., page (97), shows the expenditure of Rs. 15,708-4-0 on the encouragement of Literature. Perhaps the most important work patronized during the year is the Zend Pahlvi Glossary of the Destur Hoshangji Jamaspji, revised by Dr. Haug, and printed in Germany. And next in interest stands the splendid Photographic work on the Architecture of Ahmedabad, Bejapoor, Dharwar, and Mysore, edited by Mr. T. C. Hope. The rest of the works that appear in the list will speak for themselves. I have now to notice for the first time the attempt to translate Shakespeare into Marathi. A difficulty as to the proper method of presenting Shakespeare to Native readers has been experienced. Some scholars of this country are of opinion that Shakespeare should be *adapted* to India, by turning his kings and courtiers into rajas, brahmans, &c., and by laying the scene at Oojeen or some other classical town of ancient India, the customs and incidents of

the plays being analogically altered. Others think that Shakespeare may be *translated* into the Vernacular languages. A specimen of each method appears in the list of patronised works, *Othello* having been translated into Marathi by the late Mr. Mahadeo Shastri, and *The Taming of the Shrew*, adapted by Mr. Sakharam P. Pandit, under the name of *Sherás Savásher* (an idiom answering to our "diamond cut diamond"). Each experiment is in its way interesting, the former (the translation of Othello) being, of course, the most elaborate and difficult.

Sanskrit Series of Professors Bühler and Kielhorn.

53. The series of Sanskrit classics projected about three years ago, and already twice reported on by me, has been successfully carried on in the year under report. *Panchatantra*, Books IV. and V., have been brought out, and the remainder is nearly ready. An important work (to students of Sanskrit grammar), the *Paribhâsenduselkhara* of Nagojibhatta, has been edited, with critical and explanatory notes, by Professor Kielhorn, and will shortly appear. *Raghuvams'a*, edited by Mr. Shankar P. Pandit, is in the press. Subsidiary to the above series I may mention that an excellent *Second Book in Sanskrit*, for the use of High Schools, has been brought out by Mr. Ramkrishna G. Bhandarkar.

Revision of School-book Series.

54. Among other pieces of work for the improvement of this Department, accomplished during the year, I may mention the careful revision of the Gujarati series of School-books by a committee of scholars, presided over by Mr. T. C. Hope, C.S., Collector of Surat. The series after revision was stereotyped. A similar revision of the Marathi series has been set on foot. As the successive School-books form an important *item* in our "Standards," it is obviously necessary that they should be made not only as good as possible, but also duly proportionate in respect of difficulty. I should long since have instituted a revision of our

English School Series, had I not expected that the authorities of the Clarendon Press, according to announcements made in 1865, would ere this have brought out a series of English reading-books, which might serve in some respects as a model, or an assistance, to us. I hope that the revision of the Bombay English Series may now be undertaken.

Canarese and Sindhi School-books.

55. In Canara and Sind the question is not of revising, but of creating, appropriate school-books. The newly established Canarese Translator to Government will doubtless supply what is wanted in this respect for the Southern Division. In Sind an important step in the interests of education has recently been taken by the drawing up of a Hindu-Sindhi alphabet in which School-books may be printed. Hitherto the Hindu community of almost each separate village in Sind has had its own conventional alphabet. The official alphabet, alone used for printing, is a modification of the Arabic character. Most Hindus, feeling a repugnance to the alphabet of the Koran, have on this account kept aloof from the Schools in Sind. But this difficulty will now be removed.

Study of Sanskrit.

56. The numbers returned as studying Sanskrit in Schools throughout the Presidency are 1,899, against 1,747 in the previous year. This increase (which, of course, does not include College students) is entirely due to progress in this respect made in the Northern Division, where Mr. Curtis reports an increase of 277 Sanskrit-learning pupils. In other parts of the Presidency there has been a falling off in Sanskrit pupils,—a fact which I can only account for by referring to the opinion of the Deputy Inspectors, mentioned in my last year's Report (para. 58), that the taste for Sanskrit is dying out among the people, except such of them as come within the influence of the University.

Study of Latin.

57. At the High Schools of the Presidency 212 boys are returned as learning Latin, against 104 in 1866-67. This is not to be

taken as an indication that Latin will supersede Sanskrit in our Schools. There is ample room for both languages, and it is chiefly the Parsee students who will avail themselves of any facilities that may be afforded for learning Latin. The above small increase only shows that a step has been taken in a previously neglected direction. The recently established Gilchrist Scholarships will doubtless give some encouragement to the study of Latin throughout India. It is to the credit of Bombay that when an examination for these Scholarships, including Latin as a subject, was announced to be held in January 1868, five Native students from this Presidency came forward as candidates, but, as no candidates from the other Presidencies were to be found, the examination was postponed.

Physical Education.

58. Three or four Gymnasia have been opened during the year in connection with different High Schools. A beginning has been made, with the full sympathy of the people, towards the systematic introduction of something like Physical Education.

Education in Industrial Art.

59. Sir Jamsetjee Jejeebhoy's School of Industrial Art, an aided institution, which has now existed about 11 years, has of late been working efficiently, though susceptible in some respects of improvement. This School numbers 74 students, divided into two classes,—the first, 41 in number, going through an elementary and general course; the second, 33 in number, a special and more advanced course. The Elementary course, obligatory on all, embraces the following subjects:—

1. (*a*) Elementary Ornament.
   (*b*) Practical Geometry.
2. (*a*) Advanced Ornament.
   (*b*) Linear Perspective.

3. Shaded Drawing (free and rapid) from the round.
   (*a*) From Foliage.
   (*b*) From Figures.

The special course consists of—

1. Architecture—
   (*a*) General.
   (*b*) Gothic Ornament from Prints, with instruments.
   (*c*) Ornament from Casts.
2. Drawing from Antique.
3. Wood Engraving.

In addition to these two courses the School contains a Practical Department consisting of three *ateliers*,—Sculpture under Mr. Kipling, Decorative Painting under Mr. Griffiths, and Metal-work under Mr. Higgins. These *ateliers* are attended altogether by about 50 students, all of whom receive stipends, and may be regarded as apprentices, though unbound, and frequently leaving after short periods of instruction. Each of the three artists above named has been highly successful in teaching his own particular department to a limited number of pupils. An exhibition of Fine Arts held in Bombay in February 1868 contained several most creditable specimens of metal-work, mouldings, and decorative painting executed by the students. A good deal of work has been turned out of the *ateliers* for various buildings in course of preparation, and more might have been produced had the Public Works Department condescended to make greater use of these artistic establishments. The School was visited, by order of Government, during the year, by Captain Hancock, R.E., and Major Waddington, who have made many suggestions for its improved organization.

Conditions and prospects of the Educational Service.

60. The discussion begun in the previous year has been continued (see Appendix II, page 59) on the conditions and terms of the Educational Service in this Presi-

dency. The Government of India, I regret to say, has continued to disallow the modest proposals submitted by me and approved by the Local Government. The higher Educational Officers serving under me cannot but feel it to be an injustice that gentlemen of precisely the same standing and qualifications with themselves are allowed much higher rates of pay in Bengal, where at the same time the cost of living is lower. They also justly complain that they are in an inferior position in point of pension to Military Chaplains, and that by recent orders they have been rendered liable to loss of employment at six months' notice. This department has received all reasonable consideration and sympathy from the Government of Bombay, as also from the Right Honourable the Secretary of State for India, and I am not without hope that a reconsideration of the question may end in the introduction of a new order of things, which shall give an assured future to Education in this Presidency.

"Notes" on the State of Education in India.

61. Since the publication of my last Report two "Notes" on the state of education in India, for the years 1865-66 and 1866-67 respectively, have been issued under the authority of the Government of India. The latter of these two "Notes" appears to have been much more carefully drawn up than the former one. But I am still humbly of opinion (see Appendix I, page 92) that no general Report of this kind can be really valuable, except it be the work of a writer who has actual acquaintance with the different educational systems which he undertakes to describe and compare.

A. GRANT,

Director of Public Instruction.

Poona:

Office of the Director of Public Instruction,

8th September 1868.

APPENDICES.

APPENDIX A.

REPORTS OF THE EDUCATIONAL INSPECTORS.

1. Report by Major T. Waddington, Educational Inspector, Central Division, for 1867-68.

2. Report by T. B. Curtis, Esq., Educational Inspector, Northern Division, for 1867-68.

3. Report by W. A. Russell, Esq., Educational Inspector, Southern Division, for 1867-68.

4. Report by J. G. Moore, Esq., C.S., Educational Inspector in Sind, for 1867-68.

1. REPORT BY MAJOR T. WADDINGTON, EDUCATIONAL INSPECTOR, CENTRAL DIVISION, FOR 1867-68.

No. 803 OF 1868-69.

Poona, Office of the Educational Inspector, C. D., 8th July 1868.

TO THE DIRECTOR OF PUBLIC INSTRUCTION, Poona.

SIR,—I have the honour to submit my Annual Report for the year ending the 31st March 1868.

1. There has been no change in the total area of the Division or in the areas of the different sub-divisions. But in Tanna some of the larger Talookas have been broken up, and instead of 14 there are now 16 Talookas in this collectorate. In Sattara too, the Targaom Talooka has been included in adjoining Talookas, so that there are now only 13 instead of 14 Talookas in that Collectorate, inclusive of Mahabuleshwar. No fresh census having been taken during the year, the population may be estimated the same as last year. The following Table gives the information required on these points:—

Name of Sub-Division or State.	No. of Talookas or States.	Area in square miles.	Population.
Poona	14	7,680	1,117,870
Sattara	13	7,343	972,421
Native States. Punt Pratinidhi	1	266	58,980
Native States. Punt Sucheo	1	428	111,689
Native States. Nimbalkar (Phultun)	1	256	49,314
Native States. Dufleh (Jutt)	1	35	63,805
Ahmednuggur	17	9,726	1,042,410
Peint States	1	960	22,704
Tanna	14	9,268	872,503
Ratnaghiri	5	4,500	681,147
Khandeish	19	13,374	805,675
Island of Bombay	1	1,862	816,562
Total	88	55,698	6,615,080

2. I have personally superintended the Division throughout the year, being assisted during half the year by Mr. Draper. From the 19th April to 19th October he was deputed to act for Professor Candy as Professor of Mathematics in the Elphinstone College, and was able to afford me but little assistance during this period. In January Mr. Mansuklal Mugutlal, B A., having resigned his appointment as Deputy Inspector Guzerathi Schools in the Island of Bombay, was succeeded by Mr. Gokuldas Khandas Parekh. The Assistant Deputy Educational Inspector of Tanna Sub-Division, Mr. Ramchundra Venayak Oke, has been absent on sick leave throughout the year, and his duties during the fair season have been performed by Mr. Narayen Bhaskar Deodhar. With these exceptions there have been no changes in the Inspecting staff, or amongst the Head Masters of High Schools.

3. The following table gives the total expenditure on Education in the Division, including only funds actually administered by the Department :—

	Imperial.			Local.		
A. *Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.
Inspection and its subsidiary charges	60,508	10	8	2,654	4	0
Instruction, that is ordinary expenses of Schools	2,31,925	14	6	2,26,017	6	5
Extraordinary Grants	3,965	9	0	437	0	0
Buildings	50,520	10	8	67,059	11	11
B. *General Expenditure.*						
Colleges (General)	66,594	7	9	51,191	15	0
Ditto (Special)	60,119	15	7	272	12	0
Law School	8,432	7	5	.....		
Special Allowance to Dr. Bühler.	156	0	0	.....		
Book Department	*1,46,012	2	9	.....		
Translation Department	4,590	2	5	.....		
Encouragement of Literature	15,515	4	0	.....		
Dakshina Fund	†20,136	6	2	.....		
Total...Rs.	6,68,477	10	11	3,47,633	1	4

* Inclusive of Rs. 1,41,451-13-1 paid into Government Treasury on account of sale proceeds of Books.

† Subjoined is the detail of Dakshina Fund expenditure.

DAKSHINA PRIZE FUND.

Dr. *Abstract Account of Receipts and Disbursements, from the 1st April 1867 to 31st March 1868.* **Cr.**

1868		Rs. a. p.	1868		Rs. a. p.
Mar. 31st	Amount sanctioned by Government for 12 months, from 1st April 1867 to 31st March 1868.	20,683 0 0	Mar. 31st	Paid Salary of the Senior and Junior Dakshina Fellows in the Elphinstone College	5,254 0 0
				Ditto ditto Poona College.....	3,672 0 0
				Paid allowance to Dakshina Examiners	500 0 0
				Paid for Establishment of the Secretary and Reviser Dakshina Prize Committee.....	1,524 0 0
				Paid Grain Batta to the Secretary's Clerk	48 0 0
				Paid contingencies for Secretary's Office	246 15 6
				Paid subsistence allowance to the Students of the Poona Training College	840 0 0
				Paid contribution to the Poona Female School....	900 0 0
				Paid contribution to the Poona Boarding House ..	600 0 0
				Paid amount of Dakshina distributed among Brahmins during the year	5,624 10 8
				Paid for the purchase of Books and award of Prizes	926 12 0
					20,136 6 2
				Balance lapsed to Government	546 9 10
	Total.. Rs.	20,683 0 0		Total....Rupees.	20,683 0 0

4. The increase of Divisional expenditure from Imperial Funds on Inspection amounts to Rupees 6,841-10-1. Of this one month's expenditure, or about Rs. 5,000 is due to this year's expenditure being for 12 instead of 11 months, and the rest to the increased seniority allowance drawn by Mr. Draper and myself. On Instruction the increase from Imperial Funds amounts to Rs. 62,886-5-6. Of this increase about Rs. 20,000 is owing to the expenditure being for 12 instead of 11 months; Rs. 28,000 to increased expenditure on account of School Buildings; 8,000 Rupees are to be set down to increased Grants-in-aid under the system of payment by results; and nearly Rs. 4,000 to grants to European and Eurasian Students.

From Local Funds the Expenditure on Inspection shows an increase of Rs. 967-11-3, due partly to the longer period, partly to the increased expenditure for clerks necessitated by increased expenditure from Local Funds, and the resulting increase in the work of the Inspectors'-and Deputy Inspectors' offices.

On Instruction Rupees 31,518-14-11 have been expended more than last year. Of this about Rupees 19,000 are due to the longer period, and about Rupees 17.500 to increased expenditure on buildings.

Turning now to general expenditure, the Colleges show an increase of Rupees 1,768-15-4 from Imperial, and Rupees 16,497-11-0 from Local Funds, making a total increase of Rupees 18,266-10-4. Of this about Rs. 15,500 is due to the longer period of twelve months, and the rest to increased seniority allowance to Professors.

The expenditure an account of the Book Department shows an increase of Rupees 10,594-10-2, but from the whole expenditure of Rupees 1,61,527-6-9 during the year, should be deducted receipts on account of sales, &c., amounting to Rupees 1,41,451-13-1, so that only Rupees 20,075-9-8 ought really to be set down as Imperial expenditure.

5. *Particulars of expenditure from Local Funds.*

A. *Total Expenditure, showing sources of Expenditure for the different Collectorates.*

COLLECTORATE.	1866-67.	1867-68.	INCREASE.	DECREASE.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	24,260 15 4	46,920 15 2	22,659 15 10	.....
Sattara	43,512 0 9	30,715 5 0	.....	12,796 11 9
Tanna	45,346 15 2	59,331 0 3	13,984 1 1	.....
Ahmednuggur	15,892 1 7	16,890 1 3	997 15 8	.....
Khandeish	87,409 12 9	1,02,091 4 8	14,681 7 11	.....
Ratnaghiri	11,474 4 4	13,045 3 7	1,570 15 3	.....
Island of Bombay	68,966 1 6	78,639 3 5	9,673 1 11	.....
Total....	2,96,862 3 5	3,47,633 1 4	63,567 9 8	12,796 11 9

B. *Analysis of Expenditure from Local Funds*, 1867-68.

Collectorate.	School Fees.	Educational Cess.	Popular Contributions.	Municipal Fund.	Contributions for School-buildings and Repairs.	Elphinstone and other Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	20,968 6 10	23,262 15 0	269 13 4	1,565 0 0	527 0 0	327 12 0	46,920 15 2
Sattara	1,303 8 7	29,335 15 6	75 12 11	....	....	....	30,715 5 0
Tanna	2,027 9 4	55,821 6 6	314 4 5	535 4 0	632 8 0	....	59,331 0 3
Ahmednuggur	12,066 15 8	912 2 9	†2,663 9 6	755 1 4	487 4 0	....	16,890 1 3
Khandeish	793 7 2	97,980 8 0	759 14 3	....	202 3 11	2,355 3 4	1,02,091 4 8
Ratnaghiri	11,747 15 0	278 4 1	345 14 0	....	673 2 6	....	13,045 3 7
Island of Bombay	17,570 12 1	.....	....	....	....	61,068 7 4	78,639 3 5
Total....	*66,478 10 8	2,07,591 3 10	4,434 4 5	‡2,855 5 4	2,522 2 5	63,751 6 8	3,47,633 1 4

* Exclusive of Rupees 19,171-7-0 transferred to Educational Cess.

† Includes Rupees 2,608-9-6 received from the Revenues of the Peint State.

‡ In this amount Rupees 8,314-14-1, expended by the Bombay Municipality, have not been included, as the amount was not administered by this Department.

C. *Local Cess Expenditure.*

COLLECTORATES.	Inspection.	High Class Schools.	Middle Class Schools.	Lower Class Schools.	Training of Masters.	School Buildings and Repairs.	Scholarships, Books, Furniture, and Prizes, &c.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Sub-Division Poona	283 15 0	....	....	9,494 3 5	1,307 14 3	8,241 0 0	3,845 14 4	23,262 15 0
Ditto Sattara	587 3 5	....	2,000 14 10	19,055 8 1	....	2,048 4 11	5,044 0 3	29,335 15 6
Ditto Tanna	632 13 5	....	2,531 13 2	30,703 8 3	....	9,501 0 0	6,392 3 8	55,821 6 6
Ditto Ahmednuggur	....	....	....	40 0 0	....	576 4 9	295 14 0	912 2 9
Ditto Khandeish	578 13 6	....	5,195 1 8	38,594 0 6	1,082 15 6	42,391 4 7	10,138 4 4	97,980 8 0
Ditto Ratnaghiri	....	....	278 4 1	.....	....	.....	.....	278 4 1
Island of Bombay	....	....	....	.....	....	.....	.....	.....
Total....	2,082 13 3	....	10,006 1 9	1,04,547 4 3	2,480 13 9	62,757 14 3	25,716 4 7	*2,07,591 3 10

* This amount includes Rupees 19,171-7-0 receipts from Fees, transferred to Educational Cess.

D. *Fee Fund Expenditure.*

Sub-Division.	Salaries.	Prizes.	Servants.	Buildings and Repairs.	Contingencies.	Transferred to Local Cess.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	12,928 0 6	931 3 0	376 0 0	85 15 9	6,646 13 7	771 10 3	21,740 1 1
Sattara	1,089 11 10	....	84 0 0	....	129 12 9	5,006 7 6	6,310 0 1
Tanna	1,631 7 7	165 4 0	84 0 0	....	146 13 9	4,852 2 6	6,879 11 10
Ahmednuggur	6,969 0 1	969 1 0	206 15 6	376 10 6	3,545 4 7	....	12,066 15 8
Khandeish	696 6 2	45 8 0	....	....	51 9 0	8,541 2 9	9,334 9 11
Ratnaghiri	7,490 11 2	695 14 6	82 0 0	317 1 0	3,162 4 4	....	11,747 15 0
Island of Bombay	8,455 2 6	....	204 0 0	....	8,911 9 7	....	17,570 12 1
Total....	39,260 13 10	2,806 14 6	1,036 15 6	779 11 3	22,594 3 7	19,171 7 0	85,650 1 8

COMPARATIVE TABLE of Receipts from Fees under different Grades of Schools in each Sub-Division.

Sub-Division.	1866-67.							1867-68.							Increase.	Decrease.
	High Schools.	Middle Schools.	Lower Schools.	Female.	Normal.	Special.	Total.	High Schools.	Middle Schools.	Lower Schools.	Female.	Normal.	Special.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	5,104 0 0	8,871 9 11	7,253 14 8	..	..	..	21,229 8 7	4,384 7 6	7,134 6 3	9,959 5 4	..	..	..	21,478 3 1	248 10 0	....
Sattara	.....	3,039 12 10	4,643 13 5	..	..	..	7,683 10 3	.....	2,186 2 8	4,528 9 5	..	..	..	6,714 12 1	....	968 14 2
Tanna	.....	3,384 8 10	3,009 0 1	..	..	..	6,341 8 11	.....	2,398 6 0	4,663 10 0	..	..	..	7,061 0 0	719 7 1	....
Ahmednuggur.	.....	4,981 11 0	7,424 4 10	..	..	..	12,405 15 10	.....	2,554 9 11	10,224 0 7	..	..	..	12,779 0 6	373 0 8	....
Khandeish	873 0 0	3,397 1 0	4,738 0 0	..	..	..	9,007 1 0	1,495 8 0	2,031 12 1	7,496 1 9	..	..	..	11,023 5 10	2,016 4 10	....
Ratnaghiri	1,716 8 0	1,994 11 0	4,949 14 6	..	..	..	8,691 1 6	2,374 8 2	410 11 0	8,144 5 2	..	..	..	10,929 8 4	2,238 6 10	....
Island of Bombay	10,869 10 0	15,917 4 0	2,113 6 0	..	..	..	28,898 4 6	14,973 2 0	19,802 14 0	4,287 2 0	..	..	..	39,065 2 0	10,166 13 6	....
Total..	18,592 2 0	41,534 11 1	34,130 5 0	..	..	..	94,287 2 7	23,227 9 8	36,520 13 11	49,303 8 3	..	..	..	1,09,050 15 10	15,762 11 5	968 14 2

Net Increase....Rs. 14,793-11-3

But at least Rs. 10,000 of this large increase must be set down to the receipts being for 12, instead of for 11 months.

7. *Objects of Expenditure on Instruction.*

Government Institutions.	From Imperial Funds.	From Local Funds.	Total.
	1	2	3
	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) General.. Colleges	66,594 7 9	51,191 15 0	1,17,786 6 9
(a) General.. High Schools	57,295 0 11	16,208 5 5	73,503 6 4
(a) General.. Middle Schools	27,306 15 9	42,854 5 0	70,161 4 9
(a) General.. Lower Schools	1,13,085 4 9	1,63,568 0 2	2,76,653 4 11
(b) Special	78,992 8 1	1,670 10 3	80,663 2 4
(c) Female Schools	442 8 0	1,988 13 7	2,431 5 7
Total	3,43,716 13 3	2,77,482 1 5	6,21,198 14 8
Private Institutions receiving aid from Government.			
A.—*On the system of Payment for Results.*			
(a) General.. Colleges	.....	.....	.....
(a) General.. High Schools	9,851 0 0	.....	9,851 0 0
(a) General.. Middle Schools	10,258 0 0	.....	10,258 0 0
(a) General.. Lower Schools	891 0 0	.....	891 0 0
(b) Special	.....	.....	.....
(c) Female Schools	2,356 0 0	.....	2,356 0 0
Total	23,356 0 0	.....	23,356 0 0

Objects of Expenditure—continued.

PRIVATE INSTITUTIONS—*continued.*		From Imperial Funds.	From Local Funds.	TOTAL.
B.—*Not on the system of Payment for Results.*		1	2	3
		Rs. a. p.	Rs. a. p.	Rs. a. p.
(*a*) General .. Colleges		.....	.....	.....
High Schools		.....	.....	.....
Middle Schools		.....	.....	.....
Lower Schools		.....	.....	.....
(*b*) Special		.....	.....	.....
(*c*) Female Schools		.....	.....	.....
Total		.....	.....	.....
Book Department		1,61,527 6 9	.....	1,61,527 6 9
Translation Department		4,590 2 5	.....	4,590 2 5
Buildings		50,520 10 8	67,059 11 11	1,17,580 6 7
Expenses from Dakshina Fund		20,136 6 2	.....	20,136 6 2
Miscellaneous.				
1. Grants to students of European and Eurasian parentage ..	Rs 3,965 9 0			
2. Special allowance to Dr. Bühler	„ 156 0 0			
		4,121 9 0	.....	4,121 9 0
3. Extraordinary Grant to the Boarding House, Poona	„ 180 0 0			
4. Books for Library	„ 200 0 0			
5. Printing charges, general	„ 57 0 0			
		.....	437 0 0	437 0 0
Total		2,40,896 3 0	67,496 11 11	3,08,392 14 11
Grand Total		6,07,969 0 3	3,44,978 13 4	9,52,947 13 7

Grants on account of Girls in the Scottish Orphanage, Bombay; Pensioners' School, Poona; and Sharanpoor African Asylum, are included in those of Middle Class Schools.

8. *Results of Expenditure :—*

(*a*).. On Inspection-work, as shown by the number of Schools and Scholars, both Government and Private, visited and examined :—

By whom visited and examined.	Description of Institutions.	Government Institutions.		Private(aided) Institutions.		Institutions not aided, but under Inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Educational Inspector, C. D.	High Schools.	2	486	4	890	..	..
	Middle Class.	19	993	10	973	..	..
	Lower ditto.	21	283	8	403	..	..
	Female.....	1	62	6	411	..	..
	Normal	..	..	..	..	..	..
	Special.....	1	55	1	..	..	..
	Total..	44	1,879	29	2,677	..	..
Assistant Educational Inspector, C. D.	High Schools.	2	343	3	471	..	..
	Middle Class.	15	1,463	2	32	..	..
	Lower ditto.	39	1,991	6	91	..	..
	Female.....	1	21	..	..	..	..
	Total..	57	3,818	11	594	..	..
Deputy Educational Inspector, Poona Sub-Division.	Middle Class.	5	731	..	..	..	..
	Lower ditto.	55	2,479	..	..	..	
	Female.....	..	..	4	107	..	..
	Total..	60	3,210	4	107	..	..
Assistant Deputy Educational Inspector, Poona Sub-Division.	Middle Class.	..	..	..	..	..	..
	Lower ditto.	114	4,402	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total..	114	4,402	..	..	..	..
Deputy Educational Inspector, Sattara Sub-Division.	Middle Class.	3	176	..	..	..	..
	Lower ditto.	92	4,703	1	53	..	..
	Female.....	1	53	..	..	..	..
	Total..	96	4,032	1	53	..	..
Carried over....	....	371	18,241	45	3,431	..	..

By whom visited and examined.	Description of Institutions.	Government Institutions.		Private (aided) Institutions.		Institutions not aided, but under Inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Brought forward..	....	371	18,241	45	3,431	..	..
Assistant Deputy Educational Inspector, Sattara Sub-Division.	Middle Class.	2	119	..	..	..	..
	Lower ditto.	67	2,815	1	57	..	..
	Female.....	..	..	..	..	..	..
	Total..	69	2,934	1	57	..	..
Deputy Educational Inspector, Ahmednuggur Sub-Division.	Middle Class.	10	984	..	..	..	..
	Lower ditto.	50	2,207	..	..	1	43
	Female.....	..	..	..	..	..	..
	Total..	60	3,191	..	..	1	43
Deputy Educational Inspector, Nassick, and Peint States.	Middle Class.	10	860	..	..	..	..
	Lower ditto.	46	2,185	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total..	56	3,045	..	..	..	..
Deputy Educational Inspector, Tanna Sub-Div.	Middle Class.	6	664	..	..	..	..
	Lower ditto.	75	3,530	..	..	..	..
	Female.....	3	106	..	..	..	..
	Total..	84	4,100	..	..	..	..
Assistant Deputy Educational Inspector, Tanna Sub-Division.	Middle Class.	4	463	..	..	..	..
	Lower ditto	82	3,245	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total..	86	3,708	..	..	..	..
Deputy Educational Inspector, Ratnaghiri Sub-Division.	Middle Class.	7	846	..	..	1	59
	Lower ditto.	49	2,319	..	..	6	442
	Female.....	1	..	..	..	..	..
	Total..	57	3,165	..	..	7	501
Carried over....	....	783	38,984	46	3,488	8	544

By whom visited and examined.	Description of Institutions.	Government Institutions.		Private (aided) Institutions.		Institutions not aided, but under Inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Brought forward..	....	783	38,384	46	3,488	8	544
Deputy Educational Inspector, Khandeish Sub-Division.	Middle Class.	4	723	..	..	..	..
	Lower ditto.	82	5,808	..	..	..	..
	Female.....	1	51	..	..	..	..
	Total..	87	6,582	..	..	..	..
Assistant Deputy Educational Inspector, Khandeish Sub-Division.	Middle Class.	..	..	..	..	..	..
	Lower ditto.	84	4,381	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total..	84	4,381	..	..	..	..
Deputy Educational Inspector Marathi Schools, Bombay.	Middle Class.	6	534	..	..	..	..
	Lower ditto.	15	859	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total..	21	1,393	..	..	..	..
Deputy Educational Inspector Gujarati Schools, Bombay.	Middle Class.	5	424	..	..	4	402
	Lower ditto.	11	495	..	..	..	..
	Female.....	..	..	..	..	..	..
	Total..	16	919	..	..	4	402
Grand Total....	....	991	51,659	46	3,488	12	946

The amount of Inspection work performed is satisfactory.

(*b*)—On Instruction, showing number of Schools, Scholars, and Average Daily Attendance in all grades:—

	Number of Colleges or Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to average monthly number.
GOVERNMENT INSTITUTIONS.				
Higher Class Schools.				
Elphinstone High School	1	653	567	87
Poona High School	1	263	218	83
Ratnaghiri High School	1	186	157	84
Dhulia High School	1	161	129	80
Total	4	1,263	1,071	85
Middle Class Schools.				
1st Grade Anglo-Vernacular Schools	16	2,039	1,744	86
2nd Grade Anglo-Vernacular Schools	21	3,213	2,670	83
Total	37	5,252	4,414	84
Primary Schools	829	48,353	37,785	78
Female Schools.				
1 at Ratnaghiri, 1 at Dhulia, 1 at Sattara, 3 in Poona Sub-Division, and 3 in Tanna Sub-Division	9	320	226	70
Special Schools.				
Poona Training College	1	56	55	98
PRIVATE AIDED INSTITUTIONS.				
Higher Class Schools.				
Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution, Bombay	1	584	507	87
General Assembly's Institution, Bombay	1	358	261	73
Free Church Mission School, Poona	1	439	402	92
Free General Assembly's Institution, Bombay	1	419	341	81
Church Missionary Society's Robert Money School, Bombay	1	290	208	72
Scottish Education Society's Fort School, Bombay	1	74	63	85
Total	6	2,164	1,782	82

	Number of Colleges or Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to average monthly number.
PRIVATE AIDED INSTITUTIONS—*continued.*				
Middle Class Schools	13	1,596	* 1,268	·79
Primary Schools	14	615	487	·79
Special Schools	1	62	62	100
Female Schools	14	1,286	933	·73
PRIVATE INSTITUTIONS UNDER INSPECTION ONLY.				
High Schools.				
Fort Proprietary School, Bombay	1	139	120	·86
Middle Class Schools	6	650	500	·77
Primary Schools	9	† 692	501	·72
* Grand Total....	944	62,448	49,204	·79

* Exclusive of attendance at the Byculla Schools, for which no registers of attendance have been kept.

† Exclusive of numbers at Atapadi and Koodal, for which no returns have been received.

9. The following tables show the increase of schools and scholars in the Division :—

	Number of Schools.				Number of Scholars.			
	1866-67.	1867-68.	Increase.	Decrease.	1866-67.	1867-68.	Increase.	Decrease.
Government Institutions.								
High Schools	4	4	..	..	1,204	1,320	116	..
Middle Class Schools.	97	37	..	60	13,122	5,218	..	7,904
Lower Class Schools .	*673	829	156	..	25,564	40,748	14,184	..
Female Schools	3	9	6	..	144	350	206	..
Normal Schools	..	..	..	..	....	....	..	..
Special Schools	1	1	..	..	52	54		..
Total....	778	880	162	60	50,086	56,690	14,508	7,904
					Net increase. Schools.		102	..
					Net increase. Scholars.		6,604	..
Private aided Institutions.								
High Schools	0	6	..1	..	2,116	2,142	26	..
Middle Class Schools.	12	13		..	1,692	1,596	..	96
Lower Class Schools..	†15	14	..	1	537	650	113	..
Female Schools	12	14	2	..	1,193	1,371	178	..
Normal Schools	..	..	..	..	....	....	..	..
Special Schools	1	1	..	..	71	62	..	9
Total....	46	48	3	1	5,609	5,821	317	105
					Net increase. Schools.		2	..
					Net increase. Scholars.		212	..
Private Institutions Inspected only.								
High Schools	1	1	..	..	137	151	14	..
Middle Class Schools.	7	6	..	1	699	704	5	..
Lower Class Schools.	11	9	..	2	863	‡ 581	..	282
Female Schools	..	..	..	..	....	....	..	..
Total	19	16	..	3	1,699	1,436	19	282
						Net decrease. Schools. ...		3
						Net decrease. Scholars. ..		263

* Inclusive of Peint State. † Exclusive of Peint State.

‡ Exclusive of Atapadi and Koodal, for which no Returns have been received.

The subjoined table gives details of the above as regards Government Schools :—

Collectorate or Sub-Division.	High Schools.								First Grade Anglo-Vernacular Schools.								Second Grade Anglo-Vernacular Schools.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	1	298	1	205	..	..	..	93	3	537	3	434	..	..	..	103	12	1,703	3	552	..	..	9	1,151
Sattara	..	..	..	..	..	..	..	..	1	144	1	147	..	3	..	..	16	1,136	3	174	..	..	13	962
Khandeish	1	140	1	166	..	26	..	..	1	80	1	98	..	18	..	..	14	3,266	4	1,024	..	..	10	2,242
Ahmednuggur	..	..	..	..	..	..	..	..	2	235	2	260	..	25	..	..	11	1,162	..	..	..	..	11	1,162
Peint States	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ratnaghiri	1	196	1	205	..	9	..	..	..	..	..	..	..	..	..	..	8	1,062	1	216	..	..	7	846
Tanna	..	..	..	..	..	..	..	..	2	174	2	166	..	..	..	8	15	1,909	2	216	..	..	13	1,693
Bombay, Gujarati	1	570	1	744	..	174	..	..	3	599	7	890	4	291	..	..	6	709	5	623	..	..	1	80
Do. Marathi																	3	412	3	418	..	6	..	..
Total	4	1,204	4	1,320	..	209	..	93	12	1,769	16	1,995	4	337	..	111	85	11,353	21	3,223	..	6	64	8,136
	Net Increase— Schools .. 0 Scholars .. 116								Net Increase— Schools .... 4 Scholars .. 226								Net Decrease— Schools .... 64 Scholars .. 8,130							

TABLE—*continued.*

NAME OF SUB-DIVISION.	PRIMARY SCHOOLS.								FEMALE SCHOOLS.								NORMAL SCHOOLS.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	134	5,966	186	8,762	52	2,856	..	..	..	..	3	85	3	85	..	..	..	..	..	..	..	..	..	..
Sattara	83	4,103	108	6,204	25	2,101	..	..	1	49	1	63	..	14	..	..	..	..	..	..	..	..	..	..
Khandeish	134	8,768	166	12,663	32	3,895	..	..	1	56	1	51	..	..	..	5	..	..	..	..	..	..	..	..
Ahmednuggur	99	5,505	112	6,779	13	1,274	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Peint States	8	409	8	386	..	..	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ratnaghiri	65	3,837	77	5,036	12	1,199	..	..	1	39	1	24	..	..	..	15	..	..	..	..	..	..	..	..
Tanna	130	6,100	147	8,462	17	2,362	..	..	..	..	3	127	3	127	..	..	..	..	..	..	..	..	..	..
Bombay, Gujarati	6	187	10	478	4	291	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ditto Marathi	14	749	15	978	1	229	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	673	35,564	829	49,748	156	14,207	..	23	3	144	9	350	6	226	..	20	..	..	..	..	..	..	..	..
Net Increase .. { Schools .... 156 Scholars .. 14,184									Net Increase .. { Schools .... 6 Scholars .. 206															

TABLE—*continued.*

NAME OF SUB-DIVISION.	SPECIAL SCHOOLS.								TOTAL.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	1	52	1	54	..	2	..	..	151	8,496	197	10,092	46	1,596	..	..
Sattara	..	..	..	..	..	..	..	..	101	5,432	113	6,588	12	1,156	..	..
Khandeish	..	..	..	..	..	..	..	..	151	12,310	173	14,002	22	1,692	..	..
Ahmednuggur	..	..	..	..	..	..	..	..	112	6,902	114	7,039	2	137	..	..
Peint States	..	..	..	..	..	..	..	..	8	409	8	386	..	..	..	23
Ratnaghiri	..	..	..	..	..	..	..	..	75	5,134	80	5,481	5	347	..	..
Tanna	..	..	..	..	..	..	..	..	147	8,183	154	8,971	7	788	..	..
Bombay, Gujarati	..	..	..	..	..	..	..	..	33	3,220	41	4,131	8	911	..	..
Do. Marathi. ...																
Total....	1	52	1	54	..	2	..	..	778	50,086	880	56,690	102	6,627	..	23
Net Increase ..	Schools ..... 0 Scholars 2								Net Increase ..	Schools ..... 6,102 Scholars 604						

The following Table gives the same detail for Private Schools :—

Collectorate or Sub-Division.	High Schools.								Middle Class.								Primary Schools.								Normal Schools.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	2	430	1	437	..	7	1	..	2	107	2	57	..	..	..	50	7	308	3	151	..	..	4	157	..	..	..	..	..	..	..	..
Sattara	..	..	..	..	..	..	..	..	1	73	1	76	..	3	..	..	1	52	1	*	..	..	..	52	..	..	..	..	..	..	..	..
Khandeish	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	91	1	101	..	10	..	..	..	..	..	..	..	..	..	..
Ahmednuggur	..	..	..	..	..	..	..	..	2	70	2	152	..	82	..	..	2	148	2	118	..	..	..	30	..	..	..	..	..	..	..	..
Peint States	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ratnaghiri	..	..	..	..	..	..	..	..	1	85	1	81	..	..	..	4	7	525	8	581	1	56	..	..	..	..	..	..	..	..	..	..
Tanna	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bombay	5	1,823	6	1,856	1	33	..	..	13	2,056	13	1,934	..	..	..	122	8	276	8	280	..	4	..	..	..	..	..	..	..	..	..	..
Total....	7	2,253	7	2,293	1	40	1	..	19	2,391	19	2,300	..	85	..	176	26	1,400	23	1,231	1	70	4	239	..	..	..	..	..	..	..	..
Net Increase..	Schools ..... 0 Scholars 40								Net Decrease..	Schools .. 0 Scholars . 91							Net Decrease..	Schools . 3 Scholars. 169														

* No returns received.

TABLE—*continued.*

COLLECTORATE OR SUB-DIVISION.	SPECIAL SCHOOLS.								GIRLS' SCHOOLS.								TOTAL.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	..	..	..	..	..	..	..	..	5	356	6	357	1	1	..	..	18	1,201	12	1,002	..	..	4	199
Sattara	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	125	2	76	..	..	..	49
Khandeish	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	91	1	101	..	10	..	..
Ahmednuggur	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	218	4	270	..	52	..	..
Point States	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ratnaghiri	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	610	9	662	1	52	..	..
Tanna	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bombay	1	71	1	62	..	..	..	9	7	837	8	1,014	1	177	..	..	34	5,063	36	5,146	2	83	..	..
Total..	1	71	1	62	..	..	..	9	12	1,193	14	1,371	2	178	..	..	65	7,308	64	7,257	3	197	4	248

Net Decrease....Scholars 9

Net Increase { Schools..... 2 / Scholars 178

Net Decrease { School .... 1 / Scholars.... 51

10. Results of Instruction in the Government and Private Schools in point of quality, as shown by numbers passed under different Standards.

A.—Government Schools.

Standards for European and Eurasian Schools.

Number.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																							
			1st Standard.		2nd Standard.				3rd Standard.							4th Standard.				5th Standard.				Matriculation.
			1st Head.	2nd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needlework.		1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.			
	High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..		
Middle Class.	Boys' Schools	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..		
	Girls' Schools	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..		
	Mixed	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..		
	Primary	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..		

Standard for Anglo-Vernacular Schools.

No. of Schools	Description of Schools.	Number of Scholars Examined.	Number of Scholars.																		6th Standard.
			1st Standard.			2nd Standard				3rd Standard.				4th Standard.				5th Standard.				
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
4	High Schools	* 829	..	..	..	32	17	35	..	180	132	126	98	65	237	175	150	95	118	74	117	76
19	First Grade Anglo-Vernacular Schools	1,210	145	91	163	325	232	224	69	185	237	182	134	19	20	35	17	..	..	..	..	.....
65	Second Grade Anglo-Vernacular Schools	2,092	677	453	641	65	291	319	285	36	82	42	24	..	..	..	..	..	..	..	..	.....

* Exclusive of those students who went up to the matriculation examination, and of whom no returns have been received.

Standards for Vernacular Schools.

No. of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed													
			1st Standard.			2nd Standard.			3rd Standard.				4th Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
908	Boys' Schools	41,849	7,435	7,238	7,953	4,366	4,620	2,628	2,537	2,261	3,329	2,306	696	789	785	645
8	Girls' Schools.....	152	22	45	5	6	11	10	..	..	..	..	..	..	..	..

B.—*Private Schools.*

Standards for European and Eurasian Schools.

No. of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Boys Passed.																							
			1st Standard.		2nd Standard.				3rd Standard.						4th Standard.				5th Standard.				6th Standard.			
			1st Head.	2nd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.			
	Schools Aided.																									
1	High School	79	7	18	18	21	22	11	..	13	11	8	5	5	7	12	4	3	..	..	..	..	....			
6	Middle Class Schools, Boys	595	114	125	163	120	140	..	86	126	95	92	28	..	34	30	37	26	10	7	12	8	....			
	Middle Class Schools, Girls	241	58	77	73	59	87	94	32	56	45	36	41	56	..	..	..	..	..	..	..	..	....			
	Middle Class Schools, Mixed	90	11	22	12	10	18	9	24	30	27	25	27	15	8	11	1	11	..	..	..	..	....			
1	Primary	32	9	9	9	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....			
	Schools Inspected.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....			

Standards for Anglo-Vernacular Schools.

No. of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Boys Passed.																		
			1st Standard.			2nd Standard.				3rd Standard.				4th Standard.				5th Standard.				6th Standard.
			1st Head.	2nd Head.	3rd Head.	1st Head	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
	Schools Aided.																				
5	High Schools	*1,222	268	195	312	273	229	219	32	152	129	111	10	70	60	47	42	37	25	30	20	....
3	Middle Class Schools....	271	69	78	82	49	65	37	15	4	4	4	5	..	..	..	..	..	..	..	..	....
	Schools Inspected.																				
7	Middle Class	313	104	102	91	41	38	39	29	24	10	30	13	2	5	1	1	..	..	..	..	....

* Exclusive of Candidates who appeared for Matriculation, of whose numbers no returns have been received.

Standards for Vernacular Schools.

No. of Schools.	Description of Schools.	Number of Scholars Examined.	No. of Scholars Passed.													
			1st Standard.			2nd Standard.			3rd Standard.				4th Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
	Schools Aided.															
7	Boys' Schools	371	9	18	17	84	58	18	11	22	56	8	..	..	..	..
8	Girls' Schools	290	60	67	69	65	76	57	38	36	22	12	..	..	..	..
	Schools Inspected.															
7	Boys' Schools	567	31	43	42	25	52	15	26	17	59	21	12	14	14	12
..	Girls' Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

There are no purely Government Schools for European and Eurasian children in this Division. The four Government High Schools were examined under the standards for Anglo-Vernacular Schools.

The Poona High School has been throughout the year under the Head Mastership of Mr. Jacob. The numbers on the rolls at the close of the year show a decrease of 93 as compared with the numbers on the rolls at the close of last year. The annual examination, to which the connection of the Divisional Inspector with the High Schools is now confined, was taken this year by my Assistant, Mr. Draper, who reported unfavourably of the 3rd, 4th, and 5th classes (1st and 2nd were absent at matriculation) as regards their Mathematics, History, and Geography. Mr. Narayan Bhai, who examined them in Vernacular, was also not well satisfied, but their knowledge of Sanskrit was fair. Of the remaining classes Mr. Draper reports well.

Twenty-three boys from the school matriculated, against sixteen last year. Mr. Jacob has not favoured me with a copy of his annual Report. As this has been submitted direct to yourself I must beg to refer you to it for further particulars. I shall look with considerable interest to the results of the next matriculation examination.

The Elphinstone High School, under its energetic Principal, Mr. Kirkham, continues steadily to increase in numbers, there being now 744 on the rolls against 561, last year, and the standards are well maintained throughout the School. I personally inspected it in the month of March, and examined, under the 5th, 4th, and 3rd Standards of the Grant-in-aid Rules, the first five classes on both the Marathi and Gujarati sides of the School, and with most satisfactory results. Discipline is now more strictly enforced, and with manifest advantage. Forty-two boys from this School matriculated at the December examination, against nineteen last year. Of these seven took up Latin as their second language, and five Sanskrit. They had been prepared in these subjects by Mr. Barrett, the Vice-Principal, and Mr. Vasudeva Govinda Soman, the Sanskrit tutor. Both of the Jagonath Sunkershett Scholarships, as well as the Shri Vijabhai Scholarship, were carried off by pupils from this School. These results speak for themselves, and there is no question that the School is in a more advanced and progressive state than it has ever yet been previously.

Ratnaghiri High School. This School shows a small increase of 9 in its numbers, and Mr. Draper, who took the annual inspection, reports very satisfactorily of the state of the School, and especially of the proficiency of the boys in Mathematics. Eight students from this School matriculated in December. For further details I beg to refer you to the Head Master's Report, submitted direct to yourself.

Dhulia High School. This School continues to progress and increase in numbers, there being now 166, against 140 boys last year. The comparatively hot and unhealthy climate of Dhulia must always prove a great drawback to its success. Two of the Assistant Masters died of remittent fever in July, and the health of Mr. Vithal Narayan Patak, the Head Master, has been far from satisfactory. In spite of these obstacles the numbers have increased by 26, and three students passed the matriculation examination. Considering the low standards of education throughout the province, and the absence of any general desire for higher education amongst the people, I think the success attained is as great as could have been fairly expected. From a personal inspection of the school, and a thorough examination of all the students under the Grant-in-aid Rules, I was able to report to you my satisfaction with the progress made, and the state of the school generally.

First Grade Anglo-Vernacular Schools. The number of these schools has been increased by raising four of the 2nd Grade Anglo-Vernacular Schools under the Deputy Educational Inspector Marathi Schools Bombay to the 1st Grade. This has been possible only by raising the fee levied, and even by this means the available amounts are by no means sufficient to secure a properly qualified staff of teachers. The recommendations made by you in 1865-66 for the improvement of this grade of Schools were not sanctioned during the year, though the orders of the Supreme Government allowing the proposed increases have since reached me. For this reason they continue in a comparatively inefficient state, and I have not found it possible to raise any of them to the rank of 2nd Grade High Schools, as I had hoped to do. I examined the schools at Malligaum, Ahmednuggur, Nassick, Sholapoor, Poona Camp and Poona City, and Callian, and with the exception of Poona Camp and Callian schools I am able to report favourably of all. The Gokuldas Tejpal,

Jagonath Sankersett, and Tanna schools were inspected by Mr. Draper. The first he reports to be in an excellent state of discipline, and the results of his examination, and the numbers of boys transferred to Elphinstone High School, were satisfactory. With the Tanna school Mr. Draper was not equally well pleased, especially as regards the reading and pronunciation of English. Nor was he able to report favourably of the Jagonath Sankersett School. It will be seen by reference to the table at the commencement of this paragraph that by far the largest proportion of boys in these schools passed under the 2nd and 3rd standard, and that very few succeeded in passing under the 4th standard. Some dissatisfaction has been felt and expressed at the departmental orders fixing the 4th standard as the limit of teaching in these schools. But these results confirm me in the opinion I have always held of the advisability of the measure. I am convinced that it is a judicious one, and that it tends to check superficiality and the undue pushing forward of a few promising and clever boys, while at the same time the tendency observable in some masters to bestow too much of their time and attention on their highest classes is restrained.

2nd Grade Anglo-Vernacular Schools. The number of these schools has decreased from 85 to 21, owing to the operation of the orders issued by you fixing a minimum number of English-learning boys, and raising the fee for those learning English to Rs. 1 in all cases. When the examinations were taken the results of which are tabulated above, this reduction had not taken place. It will be seen that very few of the boys in these schools succeeded in passing under the 3rd Standard.

Primary Schools.—These show a large increase in numbers, no less than 96 new schools having been opened during the year under report. The largest increase of new schools (43) has been in Poona, and has been effected mainly from the proceeds of the Local Cess in the Sholapoor Sub-Collectorate; 12 new schools have been opened in Sattara from the same source, and 22 in Khandeish, where also four new Hindustani classes have been formed. Besides these 22 new schools, Hindustani classes have been formed in four schools, and there are now 523 boys learning Hindustani in the Primary Government Schools of this collectorate. Little or nothing has been done in Ahmednuggur, but during the coming year, thanks to

the introduction of the Local Cess, I trust to be able to report a considerable progress.

The Ratnaghiri Sub-Division shows an increase of five schools only, effected by a redistribution of existing charges. As the Local Cess is now partially levied, a large increase in the number of primary schools may be looked for.

Four new schools have been opened in the Tanna Sub-Division, of which two are Hindustani schools; one of them, at Bhiwandee, is in a very flourishing state.

In the Island of Bombay there has been an increase of four Gujarati and one Marathi schools. But I regret to report that the Municipality have not continued for 1868 the grant of Rs. 10,000 which they had made for 1867. The excuse publicly alleged is that the grant is illegal. Hopes are entertained that this objection may be removed. Meanwhile these schools are in a large measure supported from the General Fee Fund, but this support cannot long be afforded, and unless aid be given from Municipal Funds a large number of them must shortly be closed.

Female Schools.—These schools show some increase in numbers, owing to the Government grant towards their cost recently sanctioned. Of the total amount sanctioned Rs. 277-8-0 per mensem were allotted to the Central Division, but the sanction arrived so late in the year that full advantage could not be taken of it, and we must look to the year 1868-69 for the full results of the new grant. Still in Poona, Rao Saheb Narayan Bhai succeeded in starting three new schools at the head-quarter station of the different talookas, with an average daily attendance of 53 girls; and three new girls' schools have also been opened in the Tanna Sub-Division by the Deputy Educational Inspector at Tanna, Bhiwandee, and Alibag. The first is under the management of a Local Committee, and, thanks to the interest taken in it by one of the European ladies residing at the station, a Mistress has been secured, competent to teach needlework and embroidery.

The previously existing schools at Sattara, Ratnagherry, and Dhulia do not, however, thrive or show any material progress. I was able personably to inspect the school at Dhulia, and though it

has now been in existence for four years, I found it in a deplorably backward and low condition. A similar state of things is reported by Mr. Draper in the case of the Ratnaghiri School, which has now been established since 1852. I do not see any real vitality about these schools. The interest taken in them by the people themselves is always superficial, often feigned, and except at the Presidency (and even there only among the Parsis and a few of the more highly educated Hindoos), I see no evidence of a real earnest desire on the part of the people in general for the education of their female children. Another year will give further opportunities of forming a correct opinion on the point. Meantime I can record that there are now 226 girls on the rolls of the Government Schools in my Division, exclusive of classes of girls which have been formed in some of the boys' schools.

Special Schools.—Under this head is included the Poona Training College, which sent out during the year 46 trained students to be Masters or Assistant Masters in the Division.

Private Aided Institutions.—The number of High Schools of this Class remains the same as last year, the Scottish Education Society's Fort School being added, and the Poona Seminary subtracted. This Fort school has only been opened during the year under report, and is intended to meet the growing want of a superior education for the children of Europeans and Eurasians residing in the City of Bombay. I examined it in February and was able to report very favourably of the progress made, which was such as to justify its receiving from Government a grant equal to half its first year's expenditure.

Five of the private High Schools receive aid under the Grant-in-aid Rules; the 6th, the Central School of the Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution receives aid in the shape of a fixed interest on funded property. This is paid by Government at the rate of 6 per cent., and the difference between this and four and a half per cent., which is set down as the current rate of interest, is considered as the Government Grant. The Fort Proprietary School being a purely private school, carried on for profit, receives no aid from Government. I should be very glad to see all the schools of the Parsee Benevolent Society receiving aid under the Grant-in-aid

Rules. The private High Schools succeeded in matriculating boys as follows:—

The General Assembly's Institution, Bombay	2
The Free General Assembly's Institution, Bombay	6
The Church Missionary Society's Robert Money School, Bombay	5
The Free Church Mission School, Poona.....	5
The Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution, Bombay	6
The Fort Proprietary School	5

The number of Middle Class Schools has also remained stationary, and the numbers on the rolls show a net decrease of 91. The Pensioners' Boys' School and the Bishop's School at Poona show a large falling off in numbers, as does also the St. Xavier's Boys' School (Roman Catholic) in Bombay.

The number of Primary Schools aided and inspected has decreased owing to the closing of the schools at Poona (Shukarwarpeit) and Dapoorie. By a recent resolution of the Local Government, and in accordance with the supposed wishes of the jahaghirdars, the schools in the jahaghirs under the Sattara collectorate have been placed under the inspection of this department, but as yet no inclination has been shown by the jahaghirdars to avail themselves of the offered benefits.

The one private special School under inspection is the David Sassoon Industrial Asylum, on the working of which you are furnished, I believe, with a Special Report. I have not been able to visit it during the year.

Two new girls' schools have been brought under inspection during the year; one being the Girls' portion of the St. John's School at Colába for European and Eurasian children, and the other a new school for Native Girls opened from Dakshina Funds in the city of Poona. Seven out of the 14 schools are for Europeans and Eurasians, and number 304 pupils. Three are schools for Parsees in connection with the Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution, numbering 953 girls, and four are schools in the city of Poona for Native Girls, and have 114 pupils. These figures afford some indication of the amount of interest taken by the natives of this country in the education of their women.

11. *School-building operations during the year.*

NEW BUILDINGS.

Name of Place.	For what No. of Pupils.	Commenced or carried on.	Completed during the year.	EXPENDITURE.				
				Imperial.	Local.	Municipal.	Popular Contributions.	Fees.
1	2	3	4	5	6	7	8	9
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
POONA SUB-DIVISION.								
Punderpoor	100	..	1	....	800 0 0	....	....	....
Barsee	200	1	..	1,000 0 0	1,400 0 0	1,000 0 0	....	.. ..
* Sangola	100	..	1	....	....	....	....	.. ..
Mohol	75	1	..	....	1,500 0 0	....	....	....
Kurkumb	75	1	..	....	2,000 0 0	....	....	....
Tudwalay	60	1	..	302 0 0	500 0 0	....	302 0 0	....
Chas..	30	..	1	....	150 0 0	....	....	....
Ambegaum	30	..	1	....	150 0 0	....	....	....
Kowthey	40	1	..	....	221 0 0	....	....	....
Munchur	..	1	..	325 0 0	....	....	225 0 0	....
SATTARA SUB-DIVISION.								
Mehra	50	..	1	....	....	†67 5 3	....	....
* Koodal	75	..	1	....	....	....	....	....
* Malsherus	70	..	1	....	....	....	....	....
* Natepooteh	100	1	..	....	....	....	....	....
* Dahiwadi	70	1	..	....	....	....	....	....
* Singnapoor	70	1	..	....	....	....	....	....

* Wadooz	100	1	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Mayani	125	..	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Boodh	100	1	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Wanji	70	..	1	....	....	....	‡ 200	0	0	....	....	....	....	....	....	....	....	....
* Kashegaum	74	..	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Koteh	50	..	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Oudh	50	1	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Oomruz	50	..	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Pahtun	100	..	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
* Pal	60	1	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Panchgunny	25	..	1	....	700	0	0	....	....	....	....	....	....	....	....	....	....	....
KHANDEISH SUB-DIVISION.																		
Bhudgaum	200	..	1	....	3,586	4	1	....	....	....	....	....	....	....	....	....	....	....
Jamneir	150	1	..	....	3,177	2	9	....	....	....	....	....	....	....	....	....	....	....
Nandgaum	100	..	1	....	39	7	3	....	....	....	....	....	....	....	....	....	....	....
Mussawad	75	1	..	....	2,193	2	6	....	....	....	....	....	....	....	....	....	....	....
Edlabad	75	1	..	....	2,351	13	0	....	....	....	....	....	....	....	....	....	....	....
Thengora	60	..	1	....	453	6	6	....	....	....	....	....	....	....	....	....	....	....
Shirpoor	100	1	..	....	6,131	10	8	....	....	....	....	....	....	....	....	....	....	....
Pachora	60	1	..	....	2,709	13	0	....	....	....	....	....	....	....	....	....	....	....
Cassodah	75	1	..	....	361	8	0	....	....	....	....	....	....	....	....	....	....	....
Bahaderpoor	50	1	..	....	331	15	10	....	....	....	....	....	....	....	....	....	....	....
Tambola	60	..	1	....	584	7	8	....	....	....	....	....	....	....	....	....	....	....
Dhoolia, Marathi	350	1	..	....	7,360	14	2	....	....	....	....	....	....	....	....	....	....	....
Ootran	60	1	..	....	3,483	2	8	....	....	....	....	....	....	....	....	....	....	....
Tullodah	100	1	..	....	4,685	0	0	....	....	....	....	....	....	....	....	....	....	....
Zykhera	100	..	1	....	970	2	6	....	....	....	....	....	....	....	....	....	....	....
Carried forward....	..	..	..	1,627	0	0	45,840	14	7	1,327	5	3	527	0	0	....	....	....

* Amounts expended on schools marked thus have been drawn in previous years.

† This amount does not appear in the accounts of this department, and is an advance to be repaid from Local Cess.

‡ This amount does not appear in the accounts of this office.

Name of Place.	For what No. of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure.				
				Imperial.	Local.	Municipal.	Popular Contributions	Fees.
1	2	3	4	5	6	7	8	9
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought over....	..	..	..	1,627 0 0	45,840 14 7	1,327 5 3	527 0 0	....
Khandeish Sub-Div.—*continued*.								
Chimthana	100	1	..	....	410 0 0	....	....	....
Jhodiga	60	..	1	....	195 0 0	....	....	....
Dhywell	60	1	..	....	594 3 6	....	202 3 11	....
Thalneir	..	..	1	....	....	....	....	....
Nizampoor.	..	..	1	....	17 0 0	....	....	....
Ahmednuggur Sub-Division.								
Deolalee	100	..	1	....	....	....	....	....
Newasseh	150	..	1	....	....	....	....	....
Kura	100	..	1	....	....	....	....	44 4 0
Gungapoor.	100	..	..	....	....	....	....	228 13 2
Girnareh	100	..	..	....	....	....	....	83 9 4
Chandoree..	150	1	..	1,081 0 0	....	....	487 4 0	....
Pathurdey	..	1	..	825 0 0	....	....	....	....
Peint State.								
Kurrinjala	..	..	..	....	576 4 9	....	....	....

RATNAGHIRI SUB-DIVISION.																			
Ratnaghiri No. II.	..	..	..	..	200	..	1	400	0	0	....		....	....		....			
Golup ..	..	..	..	..	80	..	1	....			....		....	....		....	129	0	0
Brahmputtan	..	..	..	..	60	..	1	....			....		....	....		....			
* Malgoond ..	..	..	..	..	125	..	1	....			....		....	....		....			
* Mussoorey ..	..	..	..	..	125	..	1	....			....		....	....		....			
Ramgud ..	..	..	..	..	70	..	1	....			....		....	20	2	6	....		
* Durooley ..	..	..	..	..	70	..	1	....			....		....	....			....		
* Adiwurey ..	..	..	..	..	75	..	1	....			....		....	....			....		
Dapoolee ..	..	..	..	..	100	..	1	....			....		....	43	0	0	25	0	0
Zurey ..	..	..	..	..	45	..	1	50	0	0	....		....	....			....		
Kocherray	..	..	..	..	60	..	1	227	0	0	....		....	165	4	0	....		
Satowlee	..	..	..	..	60	..	1	103	10	0	....		....	....			....		
Nandiwarry	..	..	..	..	75	1	..	....			....		....	....			50	0	0
Karepattun	..	..	..	..	..	1	..	30	15	0	....		....	....			....		
Bankote ..	..	..	..	..	..	..	..	....			....		....	200	0	0	....		
Velas ..	..	..	..	..	..	..	..	....			....		....	194	12	0	....		
Mundumgad	..	..	..	..	..	..	..	....			....		....	50	0	0	....		
TANNA SUB-DIVISION.																			
Penn ..	..	..	..	....	250	1	..	....			1,233	0	0	....		....	....		
Oombergaum	..	..	..	..	125	1	..	....			500	0	0	....		176	0	0	....
Varore ..	..	..	..	..	60	..	1	37	8	0	....			....		37	8	0	....
Nagotna ..	..	..	..	..	100	..	..	....			....			....		88	0	0	....
Bhewundee	..	..	..	..	250	1	..	....			6,228	0	0	....		....			....
Doogad ..	..	..	..	..	60	1	..	254	0	0	....			....		254	0	0	....
Kinhowlee	..	..	..	..	60	1	..	77	0	0	....			....		77	0	0	....
* Murbad ..	..	..	..	..	100	..	1	....			....			....		....			....
Carried forward					..	..	..	4,683	1	0	55,594	6	10	1,327	5	3	2,522	2	5	560	10	6

* Amounts expended on schools marked thus have been drawn in previous years.

Name of Place.	For what No. of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure.				
				Imperial.	Local.	Municipal.	Popular Contributions.	Fees.
1	2	3	4	5	6	7	8	9
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought over....	..	..	..	4,683 1 0	55,594 6 10	1,327 5 3	2,522 2 5	560 10 6
Bombay Marathi Schools.								
Vorolee..	50	1	..	1,200 0 0	....	....	....	....
* Ghorupdeo	80	1	..	....	....	....	....	....
Total	..	..	..	5,883 1 0	55,594 6 10	1,327 5 3	2,522 2 5	560 10 6
Ordinary Repairs to School Buildings.								
Poona	..	..	..	1,805 0 0	1,520 0 0	....	....	85 15 9
Sattara	..	..	..	....	1,348 4 11	....	....	....
Khandeish	..	..	..	....	2,755 2 6	....	....	....
Ahmednuggur	..	..	..	1,354 11 10	....	....	....	20 0 0
Punt States	..	..	..	....	....	....	....	....
Ratnaghiri	..	..	..	1,420 13 10	....	....	....	113 1 0
Tanna	..	..	..	60 0 0	1,540 0 0	....	....	....
Bombay..	..	..	..	....	....	....	....	....
Total	..	..	..	4,637 98	7,163 7 5	.. ..	....	219 0 9

SPECIAL GRANT FOR PRIVATE SCHOOL BUILDINGS.																												
Boarding House erected by the Free Church of Scotland's Mission..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bishop's School, Poona	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grand Total....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

SPECIAL GRANT FOR PRIVATE SCHOOL BUILDINGS.																												
Boarding House erected by the Free Church of Scotland's Mission..	..	..	..	..	..	..	25,000	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Bishop's School, Poona	..	..	..	..	..	..	15,000	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total....	..	..	..	..	..	..	40,000	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Grand Total....	..	..	..	..	..	..	50,520	10	8	62,757	14	3	1,327	5	3	2,522	2	5	779	11	3							

*Amounts expended on schools marked thus have been drawn in previous years.

The supervision of the new school buildings in the Poona, Ahmednuggur, and Ratnaghiri Collectorates has been wholly under this department. In Sattara and Khandeish the School-houses have been built by the Revenue Department; to the gentlemen concerned our acknowledgements are justly due. In Tanna School-houses have been built partly under the supervision of the Revenue Officers and partly under that of the Deputy Inspector. In addition to those set down in the list, four new School-houses in the Tanna Collectorate have been built by the people themselves, two old Travellers' Bungalows and one disused Kutcherry have also been placed at our disposal by Government. In the Ratnaghiri Collectorate, besides the buildings enumerated above, three new School-houses have been built by the people themselves, and five others commenced. In the Island of Bombay the credit of building two new School-houses is due to the Deputy Inspector Marathi Schools, Bombay, Mr. Sitaram Vishwanath Patwardhan. The sites were most liberally given by private parties, that at Worlee by Messrs. Virjeewundas and Narrotamdas Madhowdas at a nominal annual quit-rent of one rupee, and that at Ghorapdeo by Mr. Krishnaji Raghonath Patell, at a quit-rent of six rupees per annum.

12.—*Libraries.*

A.—*Previously existing. Return up to 31st March 1867.*

Name of Place.	Total Number of Volumes.	No. Added during the year.	No. of Members.	Volumes Issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Poona Sub-Division. Poona					No returns received.	
Sholapoor					Do. do.	
Jooneer	30	10	5	5	60 0 0	60 0 0
Tulligaum Dhumdhuray	89	..	38	42	32 4 0	40 14 6
Pabul	100	..	18	33	23 9 0	21 7 0
Khair	110	3	..	..	....	....
Barramuttee					No returns received.	
Indapoor					Do. do.	
Sasoor	87	4	10	5	33 0 0	32 8 0
Patus	160	..	..	14	40 8 0	33 12 0
Tullegaum Dhabhadi	26	8	18	10	60 0 0	60 0 0
Vyrag					No returns received.	
Sattara S. D. Malcolm Peit	600	200	69	350	396 0 0	451 0 0
Kurrar	591	152	32	78	169 12 0	119 13 9
Waee	192	6	8	..	82 8 0	46 2 6
Sattara City	2,000	112	78	1,400	1,139 15 3	796 2 8
Khandeish S.D. Dhua	265	17	27	77	134 4 0	77 10 9
Bhudgaum	37-	..	20	..	373 8 0	101 12 4
Mallegaum	239	..	6	21	40 0 0	40 0 0
Nundoorbar	21	..	10	..	100 0 0	100 0 0
Nuggur S. D. Ahmednuggur	1,435	66	61	109	308 8 0	326 5 6
Nassick	570	20	44	28	328 13 3	382 5 5
Yeola	457	37	24	587	124 4 0	151 5 8
Newasi	31	42	6	27	5 0 0	0 3 0
Ratnaghiri S.D. Ratnaghiri	981	8	25	51	205 1 0	240 15 2
Sawuntwari	566	20	49	56	324 9 4	326 5 7
Tanna Sub-Division. Tanna	1,117	485	94	138	540 0 0	480 0 0
Callian	88	228	31	42	319 0 0	360 11 8
Bhewndy	143	..	20	20	345 6 0	199 9 7
Bassein	334	52	30	35	147 8 0	138 13 9
Penn	..	118	40	68	292 8 0	235 5 0
Alibag	159	101	30	160	240 0 0	225 0 0
Chinchund	157	22	4	..	84 4 0	84 4 0
Oorun	142	..	115	12	180 8 0	240 13 8

No return has been received from the existing library at Dapooli.

B. *Newly Established.*

Name of Place.	Total Number of Volumes.	Number Added during the year.	No. of Members.	Volumes Issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Sattara.. Tasgaum	54	..	55	25	631 4 0	297 10 9
Sattara.. Mayani	50	50	20	17	125 11 0	101 15 6
Sattara.. Wadooz	32	6	38	18	137 8 0	56 14 0
Khandeish.... Erundole	..	67	10	..	751 12 0	100 0 0
Khandeish.... Parola	..	..	79	..	114 0 0	50 0 0
Khandeish.... Nusserabad	..	20	60	..	300 0 0	80 0 0
Tanna .. Alibag (private Library)	..	104	..	..	.....	210 0 0
Tanna .. Panwell	..	54	39	50	92 12 0	114 15 11
Tanna .. Dahanoo	..	40	31	..	100 0 0	100 0 0

The previous existing libraries in the Poona Sub-Division are by no means in a flourishing state. As stated last year, with the exception of those at Poona and Sholapoor, they seem to have depended from the first almost entirely on the interest taken in them by the Assistant Collectors. Those at Barsee, Sasoor, and Patus are described as being on the verge of dissolution. In Sattara the library at Kurrar still increases in importance. Grants amounting to Rs. 200 have been made from the Local Cess towards the purchase of books for the libraries in this collectorate, and three new libraries have been opened. In Khandeish libraries appear to exist only in name. It is true that three new ones have been opened, but as yet the people take but little interest in reading. In Tanna the libraries are in a fairly flourishing condition, and three new ones have been opened during the year. Of these the one at Alibag is entirely supported by Bhau Saheb Bheewulker, and is open to the public free of charge.

13.—*Spread of English.*

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1866-67.	1867-68.		
7	Poona	1,183	715	....	468
4	Sattara	470	235	....	235
6	Khandeish	720	357	....	363
2	Ahmednuggur	373	260	....	113
2	Ratnaghiri.....	408	229	....	179
4	Tanna.....	540	207	....	333
16	Bombay.....	1,520	2,039	519	....
41	Total .	5,214	4,042	519	1,691
			Net Decrease....		1,172

These figures apply only to Government High, 1st Grade, and 2nd Grade Anglo-Vernacular Schools. The decrease is owing to the closing of a large number of 2nd Grade Anglo-Vernacular Schools. The numbers studying English in the different grades of schools as compared with last year are as follows :—

	1866-67.	1867-68.	Increase.	Decrease.
At High Schools.....	1,204	1,320	116	....
At 1st Grade Anglo-Vernacular Schools	1,769	1,984	215	....
At 2nd Grade A.V. Schools	2,241	738	....	1,503
Total....	5,214	4,042	331	1,503
			Net Decrease....	1,172

Much objection has been raised to the order of this department fixing a fee of one rupee for all boys learning English, but I feel convinced that the measure will ultimately prove beneficial. From

the increased resources from fees we shall be able to provide really good teachers of English. In the City of Poona it has led to the establishment of three private Schools, and two have also been opened at Alibag and Bhewndy, but I do not know that this is at all to be regretted. Rao Saheb Narayen Bhai, Deputy Educational Inspector of Poona, and the Deputy Educational Inspector of Nuggur, are of opinion that the higher fees will really prohibit the acquisition of English; but the other Deputies are not of this opinion. They think that in a very short time the numbers learning English will again increase, and will be far in excess of what they have ever yet been when really competent masters are engaged. I myself lean to the latter opinion, and see signs of an increase already.

14. *Number studying Classical Languages.*

A. *Sanskrit.*

Number of Schools.	Sub-Division.	Number studying.		Increase.	Decrease.
		1866-67.	1867-68.		
3	Poona	307	193	..	114
1	Sattara	73	67	..	6
1	Khandeish	126	91	..	35
2	Ahmednuggur	70	37	..	33
1	Ratnaghiri	196	177	..	19
1	Bombay	41	57	16	..
9	Total....	813	622	16	207
			Net Decrease....		191

The study of Sanskrit is entirely confined to the four High Schools and five of the 1st Grade Anglo-Vernacular Schools.

B. *Latin.*

Number of Schools.	Sub-Division.	Number studying.		Increase.	Decrease.
		1866-67.	1867-68.		
1	Poona	60	63	3	..
1	Bombay	20	52	32	..
2	Total.. ..	80	115	35	..

The study of Latin is to a limited extent superseding that of Sanskrit in the Poona High School, but in the Elphinstone High School the number of students has increased in both languages.

15. *Employment of Educated Natives.*—44 First Class certificates of qualification for admission to the Public Service were granted during the year, 43 by myself and one by my Assistant, Mr. Draper.

Second Class certificates were awarded as follows:—

	No.
Poona Sub-Division	35
Sattara do. do.	50
Khandeish do.	135
Ahmednuggur do.	79
Rutnagiri do.....	59
Tanna do.	242
Bombay do.....	91
Total.....	691

In Khandeish the Deputy Inspector reports that several men already in Government Service were examined for certificates, and having obtained them were confirmed in their appointments, and that a few others obtained situations of from Rs. 10 to 15 per mensem.

The Deputy Educational Inspector Tanna reports that about 25 per cent. of the men to whom he has granted certificates have obtained employment in the Public Service. As far as I am aware, there have been no appointments of educated natives to higher posts during the year.

16. The grant-in-aid system has continued to work successfully during the year. Grants have been awarded as follows :—

Number of Schools.	Names of Schools.	Amount of Grants.		
		Rs.	a.	p.
1	Free Church Mission School, Poona	2,770	8	0
2	„ „ Hindoostani School .	65	12	0
3	„ „ Marathi School....	65	12	0
* 4	General Assembly's Institution	1,743	8	0
* 5	„ „ Vernacular School ..	38	0	0
* 6	Free General Assembly's Institution	1,573	0	0
† 7	Church Missionary Society's Robert Money School, Bombay	1,374	8	0
† 8	„ „ Vernacular School	39	4	0
† 9	Bombay Scottish Education Society's Fort School	1,075	0	0
10	Scottish Orphanage, Mahim.....	1,340	0	0
11	Indo-British Institution, Bombay	565	0	0
12	Pensioners' School, Poona	400	0	0
13	Bishop's School, Poona	820	0	0
14	St. Mary's Institution, Byculla	2,615	0	0
15	St. Stanislaus' School, Bandora	853	0	0
16	St. Xavier's School, Cavel	1,225	0	0
17	Sharunpoor African Asylum	1,330	0	0
18	St. John's School, Colaba	270	0	0
19	Church Missionary Society's Vernacular School, Sharunpoor	62	12	0
20	„ „ Malligaum..	51	0	0
21	„ „ Makwalabad	10	12	0
* 22	„ „ Payadhoni, Bombay	28	0	0
* 23	„ „ Mahim, Bombay	29	4	0
* 24	„ „ Khetwadi, Bombay	32	12	0
* 25	„ „ Matoonga, Bombay	26	0	0
* 26	„ „ Malabar Hill.....	21	0	0
27	Poona Convent School	1,355	0	0
28	St. Joseph's Girls' School, Cavel.....	461	0	0
29	Church Missionary Society's Anglo-Vernacular School, Sharanpoor....	209	8	0

* Schools marked thus also drew grants for 1865-66 during the year 1866-67.

† Grants to these Schools were not drawn by them during the year under report.

In several instances, notably in the case of the St. Mary's Institution, Byculla, the Poona Convent School, the Free Church General Assembly's Institution, and the Vernacular Schools of the Church Missionary Society, the grants obtained this year are much less than last year. In the case of the Poona Convent School the decrease in the grant may be partly ascribed to a misapprehension of the rules on the part of the managers, which precluded many girls from appearing under the same standard as the previous year. The slight modification in the rules by which History and Geography were introduced had an unfavourable effect on the results of the examination of the other Schools mentioned.

17. Table of different Castes under instruction.

A. *Government Schools.*

Description of Schools.	Brahmins.	Cultivators.	Other Hindoos.	Mussulmans.	Parsees.	Others.	Total.
High Schools	572	66	284	24	359	15	1,320
1st Grade Anglo-Vernacular Schools	880	66	493	42	431	74	1,095
2nd Grade Anglo-Vernacular Schools	1,258	321	1,159	197	183	105	3,223
Primary Schools	17,188	9,902	19,129	2,746	478	305	49,748
Female Schools	98	49	180	4	2	17	350
Special Schools	48	2	4	..	..	..	54
Total....	20,053	10,406	21,249	3,013	1,453	516	56,690

B. *In Private Schools aided or under inspection.*

Description of Schools.	Brahmins.	Cultivators.	Other Hindoos.	Mussulmans.	Parsees.	Others.	Total.
High Schools.....	577	38	501	57	739	381	2,293
Middle Class Schools	127	10	117	65	745	1,236	2,300
Primary Schools	271	49	521	131	5	251	1,231
Female Schools	39	46	58	3	753	472	1,371
Special Schools.....	..	5	26	29	3	2	62
Total....	1,014	148	1,223	285	2,245	2,342	7,257

18. Statement of the Number of Children of cess-payers attending 2nd Grade Anglo-Vernacular and Vernacular Schools.

COLLECTORATE.	At 2nd Grade Anglo-Vernacular Schools.	At Vernacular Schools.	Total.
Poona	....	2,461	2,461
Sattara	28	3,706	3,734
Khandeish	438	7,895	8,333
Ahmednuggur	....	....	....
Peint States	....	11	11
Tanna	150	6,348	6,498
Ratnaghiri	19	256	275
Bombay	40	17	57
Total....	675	20,694	21,369

The total number on the rolls of 2nd Grade Anglo-Vernacular Schools in this Division is 3,223, of whom about one-fifth are children of cess-payers. In Primary and Female Schools there are 50,098 on the rolls, of whom more than two-fifths pay cess. The exact proportions for each collectorate will be seen from the following table:—

	2nd Grade Anglo-Vernacular Schools.			Primary and Female Schools.		
COLLECTORATE.	Total No. on Rolls.	Total Cess-payers.	Proportion per cent.	Total No. on Rolls.	Total Cess-payers.	Proportion per cent.
Poona	552	..	..	8,847	2,461	·278
Sattara	174	28	·160	6,267	3,706	·591
Khandeish	1,024	438	·427	12,714	7,895	·620
Ahmednuggur	..	..	..	6,779	..	..
Peint States	..	..	..	386	11	·028
Tanna	216	150	·694	8,589	6,348	·729
Ratnaghiri	216	19	·088	5,060	256	·050
Bombay	1,041	40	·003	1,456	17	·011
Total....	3,223	675	·209	50,098	20,694	·413

In the Poona Collectorate the levy of the cess only extends at present to the Sub-Collectorate and a few detached villages of Poona. In Sattara the levy is universal, but nearly the whole of the proceeds are now devoted to the current charges of Vernacular Schools, and little or nothing can be done towards building new School-houses, which are urgently required in many places. As the people have voluntarily consented to pay the cess, they naturally object to make any further contributions for education, so I see no chance of meeting this want. The cess is also levied throughout the Khandeish and Tanna collectorates (with the exception in the latter case of one talooka), and the large proportion of cess-payers attending the schools wholly or partially supported from it sufficiently shows how much the agricultural classes are beginning to appreciate the advantages of education. In Ahmednuggur the cess is not levied, but, owing to the exertions of the Acting Collector, Mr. Erskine, the inhabitants of this collectorate, almost without exception, have now consented to pay it, and during the current year a very large number of new Schools will be opened from this source. In Ratnaghiri a beginning has been made in a small portion of the districts into which the new Revenue Survey and Assessment has been introduced.

19. Cost per head of instruction to *Government*:—

	Cost per head of pupils in average daily attendance.
Government Institutions.	Rs. a. p.
(*a*) *General* .... Colleges	*481 0 4
(*a*) *General* .... High Schools	53 7 11
(*a*) *General* .... Middle Class Schools	6 3 9
(*a*) *General* .... Lower Class Schools	3 4 2
(*b*) *Special*	†461 7 4
(*c*) *Female*	2 1 1

* This calculation is for the Elphinstone and Deccan Colleges only.

† Including Poona Engineering College, Grant Medical College, Poona Training College, and Law Class.

	Cost per head of pupils in average daily attendance.
Private Institutions receiving aid from Government.	Rs. a. p.
A—*On the system of payment for results.*	
(*a*) *General* .... Colleges	....
(*a*) *General* .... High Schools	5 8 5
(*a*) *General* .... Middle Class Schools	8 1 5
(*a*) *General* .... Lower Class Schools	1 13 3
(*b*) *Special*	....
(*c*) *Female Schools*	3 7 10
B—*Not on the system of payment for results.*	
(*a*) *General* .... Colleges	No sufficient returns received.
(*a*) *General* .... High Schools	
(*a*) *General* .... Middle Class Schools	
(*a*) *General* .... Lower Class Schools	
(*b*) *Special*	
(*c*) *Female*	

20. The average monthly rates of fees levied in the Central Division are as follows:—

Government Schools.

	Rs.	a.	p.
High Schools	1	8	6
Middle Class Schools	0	9	7
Primary Schools	0	1	4

Aided and Inspected Schools.

	Rs.	a.	p.
* High Schools	1	2	6
† Middle Class Schools	0	1	9
‡ Primary Schools	0	1	2

* Not including the Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution, which is a Charitable School.

† Exclusive of Schools in which no fees are levied, and the Byculla Schools, for which no returns of attendance have been received.

‡ Exclusive of Charitable Schools and those for which no returns have been received.

21. In Poona three young Chiefs attend the Poona City School, viz. the two nephews of the Raja of Akulkote, and the son of the Chief of Bhore, in the Sattara territory. Of the two former I am unable to report satisfactorily; they steadily keep at the bottom of their respective classes, and make little or no progress. The young Bhorekur is an intelligent lad, and anxious to improve. His attendance at the School is, however, intermittent, and for some months past he has been absent at Bhore. The young Powar of Multhan also attended this school for some time, but has now left. As regards the sons of Sirdars attending the High School I can only refer you to Mr. Jacob's report. In Sattara there are, as far as I am aware, no minors. My Deputy reports that the Nimbalkur of Phulthan has devoted much time during the year to the study of English, and has engaged both English and Marathi teachers to educate his two children, a boy and a girl of seven or eight years old. The Punt-Prathinidhi also pays much attention to the education of his children. In Khandeish a young Chief of the Dang country, Futtey Sing, attends the Anglo-Vernacular School No. 1, as does also his cousin. They are promising lads and are well reported of. The Jahagirdar of Ranulla and Tarekhera has also asked this department to send him a good tutor for his son, but the exact terms on which he is to go have not yet been settled. In Ahmednuggur four young Chiefs attend the Government Schools: two of them are the sons of Sheewajee Pant Deshpanday of Chandwad, one is the son of the late Rao Saheb Krishnajee Ganesh, Jahagirdar of Chandoree, and the fourth is the son of the Jahagirdar of Chandwad. Three attend the School at Chandwad, and one that at Chandoree. In Tanna, Mulhar Rao of Jowar, a minor, is taught by a private tutor.

22. The Boarding-house at Poona continues to prosper, and is a most useful and deserving institution. Efforts have been made to start a boarding-house at Sattara, but hitherto without success, owing to want of funds. I hope to meet with better success here, and also to get one up at Dhulia, during the coming year.

23. A Gymnasium has been opened in connection with the Poona High School, and another will shortly be in operation in the Dhulia High School. The Poona Camp School Gymnasium exists, though it is not in a very flourishing condition.

24. The Jail School at Dhoolia referred to in para. 21 of my last year's report has now an attendance of 30 prisoners. It was at first taught by a prisoner, but this arrangement was not found to answer, and a salaried Master is now employed. Considering the limited time devoted to study, the progress made by the prisoners is described as satisfactory. The school is in no way connected with this department, but is entirely managed by the prison authorities.

25. In conclusion I have only to express my thanks to the subordinate educational officers of the Division, who, with few exceptions, have worked zealously and efficiently, and to whom is mainly due whatever of progress has been made during the year.

I have the honour to be, &c.,

T. WADDINGTON,
Educational Inspector Central Division.

A 2.

REPORT BY T. B. CURTIS, ESQUIRE, EDUCATIONAL INSPECTOR, NORTHERN DIVISION, FOR 1867-68.

No. 413 OF 1868-69.

Office of the Educational Inspector, N.D.,

Camp, Surat, 17th June 1868.

TO THE DIRECTOR OF PUBLIC INSTRUCTION,

Bombay.

SIR,—I have the honour to submit (in the form prescribed in your letter No. 3422, of the 24th February 1868) my Report on the state and progress of Education in the Northern Division of the Bombay Presidency for the year ending 31st March 1868.

1. This Division comprises the whole of the Province of Gujarat; in which are the Collectorates of Ahmedabad, Kaira, Surat, the Sub-Collectorate of Broach, the Panch Mahals, the Political Agencies of Katiawar, Rewa Kantha, Palanpur and Surat, and Camp Baroda, with an area of 54,888 square miles, and an estimated population of 4,702,448.

2. Consequent on the transfer to the Revenue Department (as a Mamlatdar) of Rao Saheb Harilal Mohanlal, the very efficient Deputy Educational Inspector of the Kaira Sub-Division, Mr. Motiram Rajaram Vakil, Head Master of the Parsi Panchayet English School, Surat, was appointed to succeed him.

Mr. Gopalji Gulabbhai Desai, Head Clerk to the Educational Inspector Northern Division, was, on the 12th of November 1867, appointed to the newly created post (from Local Funds) of Sub-Deputy Educational Inspector of the Katiawar Sub-Division.

Other changes of importance in the *personnel* of the department during the year, were—

1. The appointment of Mr. Dallas Hill, B.A., to the Principalship of the Guzerat Provincial College, Ahmedabad.
2. The resignation, on 21st June 1867, by Mr. F. W. Wilson of his appointment as Head Master of the Surat High School

3. The appointment of Mr. K. T. Best, B.A., as Mr. Wilson's successor, who joined his appointment on the 27th November 1867.

4. Mr. Balaji B. Thakur, B.A., acted as Head Master of the Surat High School during the interval.

5. Mr. Gokaldas Kahandas Parekh, B.A., 2nd Assistant Master Surat High School, was appointed Deputy Educational Inspector Gujarati Schools in the City of Bombay.

6. On the 13th of June 1867 Mr. Ratanji Sapurjee Chotia was appointed Head Master Nariad 1st Grade Anglo-Vernacular School, in succession to Mr. Sorabji Mancherji Tavernvala, resigned.

3. The actual expenditure from Imperial and Local Funds was—

	Imperial.			Local.		
A.—*Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.
Inspection and subsidiary charges	30,212	5	6	7,175	13	9
Instruction, *i. e.* ordinary expenses of Schools	85,190	8	7	2,02,444	10	9
Extraordinary Grants	500	0	0	.....		
Buildings	.....			93,350	8	10
B.—*General Expenditure.*						
Extra Divisional charges which have passed through the Inspector's hands, *e.g.*—Book and Translation Departments (Net Expenditure)	2,131	2	6	.....		
Colleges, Law Schools, &c.	3,700	9	6	2,013	9	7
Total.... Rs.	1,21,734	10	1	3,04,984	10	11
Grand Total.... Rs.	4,26,719	5	0			

In this are included only such items of Local Expenditure as have been actually paid through this department.

It appears that the cost of inspection is 8·76 per cent. of the total expenditure, and that, excluding all private expenditure in Grant-in-aid and other Schools, for every rupee expended on Instruction from Imperial Funds, Rs. 3 at least were spent from Local Funds, *i.e.* by the people.

4. The expenditure during the year 1866-67 was—

	Imperial.			Local.		
A.—*Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.
Inspection and subsidiary charges	25,329	6	1	5,008	1	0
Instruction, *i. e.* ordinary expenses of Schools	74,249	5	7	1,54,065	6	9
Extraordinary Grants	.....			.....		
Buildings	.....			47,769	11	5
B.—*General Expenditure.*						
Extra Divisional charges which have passed through the Inspector's hands, *e. g.* Book and Translation Departments (net expenditure)	2,140	9	8	.....		
Colleges, Law Schools, &c.	1,899	14	3	2,918	1	4
Total....	1,03,619	3	7	2,09,761	4	6
Grand Total..Rs.	3,13,380	8	1			

This was, however, the expenditure for eleven months only; at the same rate of expenditure for twelve months, it would have been

Rs. 1,11,221 from Imperial, and Rs. 2,28,830 from Local Funds; so that the actual increase in expenditure this year from Imperial Funds is Rs. 10,513, which is due to the appointment of an additional Assistant Deputy Educational Inspector, seniority allowance to the Inspector, additional grants under the system of payment for results, and other items for which sanction was received. The increase in expenditure from Local Funds is owing to the large number of Vernacular Schools opened and School-houses erected during the year, and to the fact that all balances from previous years of local cess money were budgeted against by the several Local Fund Committees.

5. Particulars of expenditure from Local Funds.

(*a*) *Total Expenditure*, showing sources of expenditure for the different collectorates:—

Collectorate.	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Surat	72,984 2 11	1,10,343 10 10	37,359 7 11	..
*Ahmedabad..	47,018 121 0	64,586 4 5	17,567 7 7	..
Kaira	43,771 11 5	74,995 9 0	31,223 13 7	..
Punch Mahals and Rewa Kanta	5,474 6 4	10,094 14 11	4,620 8 7	..
Kattiawar....	40,512 3 0	44,964 3 9	4,452 0 9	..
Total Rupees..	2,09,761 4 6	3,04,984 10 11	95,223 6 5	..

* Includes Camp Deesa.

† Includes Camp Baroda.

(*b*) *Analysis of Expenditure from Local Funds for* 1867-68.

Collectorate.	School Fees.	Educational Cess.	Popular Contribution.	Municipal Funds.	Contribution for School Buildings and Repairs.	Rewa Kantha Educational Fund.	Kattiawar Educational Fund.	Gujarat Provincial College and other Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a.	Rs. a. p.	Rs. a. p.
Surat Collectorate ..	2,073 10 11	1,03,411 7 11	..	3,507 0 0	....	....	....	1,351 8 0	1,10,343 10 10
Ahmedabad do. ..	4,167 0 0	50,110 12 0	..	5,398 6 11	2,956 7 11	....	....	2,013 9 7	64,586 4 5
Kaira do. ..	516 0 0	74,220 6 11	182 8	....	76 10 1	....	....	....	74,995 9 0
Panch Mahals and Rewa Kanta	1,168 12 8	8,255 11 6	..	....	....	*670 6 9	....	....	10,094 14 11
Kattiawar Agency ..	966 11 9	.....	..	....	....	....	43,997 8	....	44,964 3 9
Total..Rs.	†8,832 3 4	2,35,998 6 4	182 8	8,905 6 11	3,033 2 0	670 6 9	43,997 8	3,365 1 7	3,04,984 10 11

* That portion of it which appears in our accounts.

† This amount is exclusive of Rupees 25,950-3-8 transferred to Educational Cess.

(c) *Local Cess Expenditure.*

Local Cess District Committees.	Inspection.	Higher Class Schools.	Middle Class Schools.	Lower Class Schools.	Training of Masters.	School Buildings and Repairs.	Scholarships, Books, Furniture, Prizes, &c.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat	503 9 0	4,910 4 11	3,008 14 10	24,669 10 5	2,985 10 4	20,013 0 0	6,494 0 0	62,605 1 6
Broach.....	856 0 0	....	5,420 0 7	16,145 11 7	2,435 10 3	13,317 0 0	2,632 0 0	40,806 6 5
Kaira	370 15 6	....	6,508 2 10	26,264 6 9	600 0 0	38,048 0 10	2,428 7 0	74,220 6 11
Ahmedabad	591 1 6	....	2,132 6 8	23,547 10 4	675 0 0	19,977 0 0	3,187 9 6	50,110 12 0
Punch Mahals....	....	....	204 0 0	6,076 7 6	....	275 0 0	1,700 4 0	8,255 11 6
Total..Rs.	2,322 10 0	4,910 4 11	17,273 8 11	96,723 14 7	6,696 4 7	91,630 6 10	16,442 4 6	2,35,998 6 4

(*d*) *Fee Fund Expenditure.*

Sub-Division.	Salaries.	Prizes.	Servants.	Contingencies.	Transferred to Local Cess.	Total.	Remarks.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Surat Sub-Division.....	1,453 14 11	.....	.....	619 12 0	8,850 2 6	10,923 13 5	
Ahmedabad ditto	3,144 0 0	92 8 0	84 0 0	786 8 0	5,410 15 6	9,517 15 6	
Kaira ditto	63 8 0	41 10 0	76 14 0	334 0 0	6,302 12 8	6,818 12 8	
Kattiawar ditto	.....	398 11 11	.....	567 15 10	*4,037 3 11	5,003 15 8	* Transferred to Kattiawar Educational Fund.
Rewa Kanta ditto	512 10 9	142 3 6	84 10 0	429 4 5	1,349 1 1	2,517 13 9	
	5,174 1 8	675 1 5	245 8 0	2,737 8 3	25,950 3 8	34,782 7 0	

6.—Comparative Table of Receipts from Fees under different grades of Schools in each Sub-Division.

Sub-Division.	1866-67.							1867-68.							Increase.	Decrease.
	High Schools.	Middle Schools.	Lower Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.	High Schools.	Middle Schools.	Lower Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.		
	Rs. a.	Rs. a. p.	Rs. a. p.		Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs a. p.		Rs. a. p.	Rs. a. p.	
Surat.....	2,018 4	4,141 5 0	3,520 9 6	..	8 2 6	..	9,688 5 6	2,454 14 0	3,901 2 6	4,985 3 6	..	22 15 0	..	11,364 3 0	1,675 13 6	..
Ahmedabad....	2,006 0	2,612 3 0	4,483 2 6	..	66 3 11	..	9,167 9 5	2,082 0 0	3,128 4 6	4,524 15 0	..	27 7 3	..	9,762 11 3	595 1 10	..
Kaira	....	2,624 14 6	3,798 14 0	..	....	..	6,423 12 6	....	2,284 7 0	4,631 2 0	..	....	..	6,915 9 0	491 12 6	..
Kattiawar	....	591 14 3	3,999 5 0	..	6 8 8	..	4,597 11 11	229 13 5	394 13 9	5,981 2 0	..	12 11 10	..	6,618 9 0	2,020 13 1	..
Rewa Kanta ..	....	514 14 0	1,583 6 8	..	....	..	2,098 4 8	....	625 8 0	2,479 2 6	..	....	..	3,104 10 6	1,006 5 10	..
	4,024 4	10,485 3 3	17,385 5 8	..	80 15 1	..	31,975 12 0	4,766 11 5	10,334 3 9	22,601 9 0	..	63 2 1	..	37,765 10 9	5,789 14 9	..

Rupees 31,975-12-0, the Receipts in 1866-67, were for 11 months only. The estimate for 12 months would amount to Rupees 34,882-10-0, so that the real increase for the year 1867-68 is Rupees 2,883, and entirely in Lower Class Schools, in consequence of the increased attendance in schools of this Grade.

7. Objects of expenditure on Instruction :—

	From Imperial Funds.	From Local Funds.	Total.
1	2	3	4
Government Institutions.	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) *General*.. Colleges	4,200 0 6	2,013 9 7	6,214 3 1
(a) *General*.. High Schools	18,225 9 9	18,184 6 4	36,410 0 1
(a) *General*.. Middle ditto	15,417 5 4	34,268 1 3	49,685 6 7
(a) *General*.. Lower ditto	40,811 7 5	1,34,843 8 2	1,75,654 15 7
(b) *Special*... Normal Schools ..	7,575 11 1	9,268 0 4	16,843 11 5
(c) *Female Schools*	62 11 0	5,610 10 8	5,673 5 8
	86,293 6 1	2,04,188 4 4	2,90,481 10 5
PRIVATE INSTITUTIONS.			
Receiving aid from Government.			
A. *On the system of payment for results.*			
(a) *General*. Middle Schools ..	1,603 0 0	....	1,603 0 0
(a) *General*. Lower ditto ..	481 4 0	....	481 4 0
(c) *Female Schools*	13 8 0	....	13 8 0
Total Rupees....	2,097 12 0	....	2,097 12 0
B. *Not on the system of payment for results.*			
(b) *Special School of Art and Industry*	1,000 0 0	....	1,000 0 0
Total Rupees....	1,000 0 0	....	1,000 0 0
Book Department	3 14 0	....	3 14 0
Translation do.	2,127 4 6	....	2,127 4 6
Buildings	....	93,350 8 10	93,350 8 10
Miscellaneous	....	270 0 0	270 0 0
Total Rupees....	2,131 2 6	93,620 8 10	95,751 11 4
Grand Total....Rupees.	91,522 4 7	2,97,808 13 2	3,89,331 1 9

8. *Results of Expenditure.*

(*a*) On Inspection work, as shown by the number of Schools and Scholars, both Government and Private, visited and examined.

By whom Visited and Examined.	Name of the Institution.	Government Institutions.		Private (aided) Institutions.		Institutions not aided, but under Inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Educational Inspector, Northern Division....	High Schools ..	2	317	..	..	..	..
	Middle Class ..	16	847	1	146	3	166
	Lower Class ...	63	3,845	9	265	2	79
	Female	13	465	1	9	1	54
	Special	..	..	1	22	..	..
	Total..	94	5,474	12	442	6	299
Deputy Educational Inspector, Surat Sub-Division	Middle Class ..	13	421	..	..	1	35
	Lower Class....	106	4,134	..	..	2	154
	Female.....	15	447	..	..	5	254
	Normal	1	75	..	..	..	..
	Total..	135	5,077	..	..	8	443
Assistant Deputy Educational Inspector, Surat Sub-Division	Middle Class ...	4	116	..	..	..	..
	Lower Class....	105	3,304	..	..	..	..
	Female	7	147	..	..	..	..
	Normal	1	75	..	..	..	..
	Total..	117	3,642	..	..	..	..
Deputy Educational Inspector, Ahmedabad Sub-Division	Middle Class ..	7	487	..	..	..	..
	Lower Class....	99	5,646	..	..	1	111
	Female	13	295	..	..	3	153
	Normal	1	40	..	..	..	..
	Total..	120	6,468	..	..	4	264
Deputy Educational Inspector, Kaira Sub-Division	Middle Class ..	4	143	..	..	..	..
	Lower Class ...	82	5,636	..	..	2	188
	Female.	6	215	..	..	..	..
	Normal	1	40	..	..	..	..
	Total..	93	6,034	..	..	2	188
Carried forward....	....	..	..	..	..	..	..

By whom Visited and Examined.	Name of the Institution.	Government Institutions.		Private (aided) Institutions.		Institutions not aided, but under inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Brought forward....	.....	..	..	..	..	..	..
Deputy Educational Inspector, Kattiawar Sub-Division	Middle Class ..	..	..	..	..	1	41
	Lower Class ...	43	3,712	..	..	8	379
	Female.....	3	77	..	..	10	309
	Normal	1	27	..	..	..	..
	Total..	47	3,816	..	..	19	729
Sub-Deputy Educational Inspector, Kattiawar Sub-Division	Middle Class ...	..	..	..	..	1	23
	Lower Class ...	23	1,574	..	..	19	741
	Female	1	46	..	..	6	184
	Total..	24	1,620	..	..	26	948
Assistant Deputy Educational Inspector, Rewa-Kanta Sub-Division ..	Middle Class ..	4	111	..	..	..	..
	Lower Class ...	71	3,449	..	..	..	..
	Female	8	158	..	..	..	..
	Total..	83	3,718	..	..	..	..
	Grand Total..	713	35,849	12	442	65	2,871

N. B.—Under the head of Schools Visited, those only are entered which were examined as well as visited; short and casual visits to Schools are not entered as work done.

(*b*) On Instruction, showing number of Schools, Scholars, and average daily attendance in all grades:—

	Number of Colleges or Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to average monthly number.
I. GOVERNMENT INSTITUTIONS.				
At Colleges not affiliated.				
Guzerat Provincial College, Ahmedabad	1	40·1	34·0	·85
At Higher Class Schools.				
Ahmedabad High School ..	1	273·0	240·7	·88
Surat ditto ..	1	223·5	187·6	·84
Rajkote ditto ..	1	102·3	88·9	·87
Total....	3	598·8	517·2	·86
At Middle Class Schools.				
First Grade Anglo-Vernacular Schools.....	8	853·8	664·6	·78
Second Grade ditto ..	19	1,952·8	1,525·9	·78
Total....	27	2,806·6	2,190·5	·78
At Schools of the Lower Class.				
Vernacular and Primary Schools..	534	35,340·0	25,871·1	·73
At Female Schools.				
Surat Sub-Division	22	831·2	494·6	·58
Ahmedabad ditto	11	410·5	243·0	·59
Kaira ditto	17	492·4	298·8	·61
Rewa Kanta ditto	8	313·6	179·2	·57
Kattiawar ditto	7	184·7	108·4	·59
Total....	65	2,232·4	1,324·0	·59
Carried forward....	630	41,017·9	29,936·8	..

	Number of Colleges or Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to average monthly number.
Brought forward....	630	41,017·9	29,936·8	....
At Normal Colleges or Schools.				
Ahmedabad Training College.	2	50·5	43·0	·85
Surat Training School.....	1	53·2	43·6	·82
Rajkote ditto	1	29·0	24·7	·85
Total....	3	132·7	111·3	·84
Grand Total....	633	41,150·6	30,048·1	·73
II. PRIVATE AIDED INSTITUTIONS.				
A. *On the system of Payment for Results.*				
At Middle Class Schools.				
1st Grade and 2nd Grade Anglo-Vernacular Schools.	1	246·7	183·4	·73
At Schools of the Lower Class.				
Vernacular and Primary Schools....	·9	615·1	402·2	·65
At Female Schools.				
Surat Sub-division	1	21·0	16·0	·76
B. *Not on the system of Payment for Results.*				
At other Schools for special Education, viz.—				
Fardunji Parekh's School of Art and Industry at Surat.	1	65·2	44·0	·67
Grand Total....	12	948·0	645·6	·68
Carried over.. ..	645	42,098·6	30,693·7	....

	Number of Colleges or Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to average monthly number.
Brought over...	645	42,098·6	30,693·7	....
III. PRIVATE INSTITUTIONS UNDER INSPECTION ONLY.				
At Middle Class Schools.				
1st Grade and 2nd Grade Anglo-Vernacular Schools.	7	410·4	341·4	·83
At Schools of the Lower Class				
Vernacular and Primary Schools.....	49	2,815·8	2,087·8	·74
At Female Schools.				
Surat Sub-division	4	305·1	164·4	·54
Ahmedabad ditto	3	250·1	134·5	·53
Kattiawar ditto	22	752·9	410·2	·54
Total....	29	1,308·1	709·1	·54
Grand Total....	85	4,534·3	3,138·3	·69
Grand Total of Government and Private Colleges and Schools	730	46,632·9	33,832·0	·68

9. The increase of Schools and Scholars is shown in the following statement :—

	Number of Schools.				Number of Scholars.			
	1866-67.	1867-68.	Increase.	Decrease.	1866-67.	1867-68.	Increase.	Decrease.
*Government Institutions.**								
Colleges not affiliated	1	1	..	..	39	41	2	..
High Schools	2	3	1	..	443	550	107	..
Middle Class Schools	55	27	..	28	5,834	2,537	....	3,297
Lower Class Schools	440	531	94	..	29,490	36,820	7,321	..
Female Schools	49	65	19	..	1,399	2,334	935	..
Normal Schools	3	3	..	..	137	137	....	..
Total....	547	633	114	28	37,351	42,419	8,365	3,297
					Increase {	Schools.	86	
						Scholars	5,068	
Private aided Institutions.								
A. *On the system of payment for results.*								
Middle Class Schools	1	1	..	..	200	218	18	..
Lower Class Schools	..	9	9	..	....	592	592	..
Female Schools	..	1	1	..	....	22	22	..
Total....	1	11	10	..	200	832	632	..
					Increase {	Schools.	10	
						Scholars	632	
B. *Not on the system of payment for results.*								
Special Schools	1	1	..	..	72	66	....	6
Total....	1	1	..	..	72	66	....	6
						Decrease {	Scholars	6
Private Institutions under Inspection only.								
Middle Class Schools	8	7	..	1	569	437	....	132
Lower Class Schools	22	49	27	..	1,293	2,767	1,474	..
Female Schools	17	29	12	..	902	1,362	460	..
Total....	47	85	39	1	2,764	4,566	1,934	132
					Increase {	Schools.	38	
						Scholars	1,802	
Grand Total....	596	730	163	29	40,387	47,883	10,031	3,435
					Net increase {	Schools.	134	
						Scholars	7,496	

* Under this head come all Institutions managed by our Department. The details of this are given in the four following Statements.

GOVERNMENT INSTITUTIONS.

COLLECTORATE OR SUB-DIVISION.	COLLEGES.								HIGH SCHOOLS.								FIRST GRADE ANGLO-VERNACULAR SCHOOLS.								SECOND GRADE ANGLO-VERNACULAR SCHOOLS.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	..	..	..	..	..	..	..	..	1	243	1	200	..	47	..	..	3	451	3	459	..	8	..	..	14	1,483	8	697	..	..	6	786
Ahmedabad	1	39	1	41	..	2	..	..	1	200	1	201	..	1	..	..	..	....	..	..	..	..	..	..	10	1,209	5	720	..	..	5	579
Kaira	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	240	2	210	..	..	..	33	11	1,230	3	129	..	..	8	1,100
Rewa Kanta	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	..	..	..	..	..	..	3	632	2	38	..	..	1	594
Kattiawar	..	..	..	..	..	..	..	..	..	..	1	59	1	59	..	..	2	233	1	84	..	..	1	140	8	110	1	109	..	..	7	1
Camp Baroda	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	37	1	52	..	15	..	..	..	....	..	....	..	..	..	....
Camp Deesa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	51	1	33	..	..	..	18	..	....	..	....	..	..	..	....
	1	39	1	41	..	2	..	..	2	443	3	550	1	107	..	..	9	1,021	8	844	..	23	1	200	40	4,813	19	1,093	..	..	27	3,120

Net Decrease.
Schools 1
Scholars 17

GOVERNMENT INSTITUTIONS—*continued.*

COLLECTORATE OR SUB-DIVISION.	PRIMARY SCHOOLS.								NORMAL SCHOOLS.								GIRLS' SCHOOLS.								TOTAL.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	135	6,448	184	8,503	49	2,055	..	..	1	48	1	52	..	4	..	..	10	709	22	858	3	150	..	..	578	9,381	219	10,859	46	1,478	..	..
Ahmedabad	89	6,106	95	6,337	6	231	..	..	1	60	1	58	..	..	..	2	7	218	11	443	4	225	..	..	109	7,922	114	7,800	5	..	..	122
Kaira	87	7,157	101	9,295	14	2,138	..	..	..	..	..	..	..	..	..	..	8	257	17	490	9	233	..	..	108	8,952	123	10,130	15	1,178	..	..
Rewa Kanta	50	3,208	58	3,706	8	498	..	..	..	..	..	..	..	..	..	..	0	80	8	334	2	248	..	..	50	3,986	66	4,138	9	152	..	..
Kattiawar	77	6,408	94	8,794	17	2,386	..	..	1	29	1	27	..	..	..	2	6	130	7	209	1	79	..	..	94	6,910	105	9,282	11	2,372	..	..
Camp Baroda	1	57	1	78	..	21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	94	2	130	..	36	..	..
Camp Deesa	1	55	1	47	..	..	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	106	2	80	..	..	..	26
	440	29,499	534	36,820	94	7,329	..	8	3	137	3	137	..	4	..	4	40	1,399	65	2,334	19	935	..	..	547	37,351	363	42,419	80	5,216	..	148
	Net Increase..		Schools..... 94 Scholars 7,321																						Net Increase..		Schools..... 80 Scholars 5,068					

PRIVATE AIDED INSTITUTIONS; *on the System of Payments for Results.*

COLLECTORATE OR SUB-DIVISION.	FIRST GRADE ANGLO-VERNACULAR SCHOOLS.								PRIMARY SCHOOLS.								GIRLS' SCHOOL.								TOTAL.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	1	200	1	218	..	18	..	..	..	..	6	371	6	371	..	..	..	..	1	22	1	22	..	..	1	200	8	611	7	411	..	..
Ahmedabad	..	..	..	..	..	..	..	..	..	..	3	221	3	221	..	..	..	..	..	..	..	..	..	..	..	..	3	221	3	221	..	..
Total	1	200	1	218	..	18	..	..	..	..	9	592	9	592	..	..	..	..	1	22	1	22	..	..	1	200	11	832	10	632	..	..

PRIVATE AIDED INSTITUTIONS; *not on the System of Payment for Results.*

COLLECTORATE OR SUB-DIVISION.	SPECIAL SCHOOLS.								TOTAL.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	1	72	1	66	..	..	..	6	1	72	1	66	..	..	..	6

PRIVATE INSTITUTIONS; *under Inspection only.*

COLLECTORATE OR SUB-DIVISION.	FIRST GRADE ANGLO-VERNACULAR SCHOOLS.								SECOND GRADE ANGLO-VERNACULAR SCHOOLS.								PRIMARY SCHOOLS.								GIRLS' SCHOOLS.								TOTAL.							
	1806-07.		1807-08.		Increase.		Decrease.		1806-07.		1807-08.		Increase.		Decrease.		1806-07.		1807-08.		Increase.		Decrease.		1806-07.		1807-08.		Increase.		Decrease.		1806-07.		1807-08.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	3	463	3	288	..	..	..	175	..	..	..	..	..	..	..	..	..	..	2	249	2	249	..	..	4	333	4	302	..	..	..	31	7	796	9	839	2	43	..	..
Ahmedabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	208	3	248	..	..	..	20	3	208	3	248	..	..	..	20
Kaira	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	108	2	188	..	20	..	..	..	..	..	..	..	..	..	..	2	108	2	188	..	20	..	..
Kattiawar	1	35	..	..	..	..	1	35	3	127	3	122	..	95	..	..	15	544	40	1,786	25	1,242	..	..	10	301	22	812	12	511	..	..	29	907	65	2,720	36	1,813	..	..
Mahi Kantha	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	157	1	106	..	..	..	51	..	..	..	..	..	..	..	..	1	157	1	106	..	..	..	51
Palunpur	1	44	..	..	..	..	1	44	..	..	1	27	1	27	..	..	4	424	4	438	..	14	..	..	..	..	..	..	..	..	..	..	5	468	5	465	..	..	..	3
Total	5	542	3	288	..	..	2	254	3	127	4	149	1	122	..	..	22	1,203	49	2,767	27	1,525	..	51	17	902	29	1,362	12	511	..	51	47	2,764	85	4,566	38	1,876	..	74
																	Net Increase { Schools.. 27 Scholars. 1,474								Net Increase { Schools 12 Scholars460								Net Increase { Schools.. 38 Scholars 1,802							

47,883 pupils in 730 schools, gives an average of 65·5 per school. Of these pupils 43,897 are in Lower Class Schools.

At the end of the year 1864-65 there were 328 schools and 24,621 scholars in the Northern Division. During the last three years, in which we have had the benefit of the Local Cess, and increased subscriptions from the Kattiawar Chiefs, the increase has been 402 schools and 23,262 scholars.

In Middle-class Schools, there is a *decrease* of 3,411 pupils, in consequence of the Fee levied from those learning English having been lately raised from 8 annas and 4 annas to one Rupee, and of your order that all 2nd class Anglo-Vernacular Schools in which the number of boys learning English was less than 20 should be reduced to the grade of Superior Vernacular Schools. All such Schools have been entered as Lower-class Schools. In Special Schools, there is a decrease of six pupils.

The summary of *increase* in schools and scholars is as under :—

	Schools.	Scholars.
High Schools	1	107
Lower Class Schools.		
For Boys	130	9,387
For Girls	32	1,417
Total..	162	10,804
Grand Total..	163	10,911

The increase as given above, is, for each Sub-division :—

Sub-Division.	In High Schools.	In Lower-Class Schools.	
		Boys.	Girls.
Surat Sub-Division	47	2,675	141
Kaira do.	....	2,158	233
Ahmedabad do.	1	407	205
Kattiawar do.	59	3,628	590
Rewa Kanta do.	....	519	248
	107	9,387	1,417

This clearly shows the direction which Education is taking in the division. An increase of 32 Female Schools, and of 1,417 girls under instruction, without any addition to the Imperial Funds available for this purpose, shows that the desire for Female Education is steadily increasing, and this too in all parts of the Division, which now contains 95 Female schools, attended by 3,718 girls.

The great want of these schools is Female Teachers; who will not be procurable until a Normal School for training *Native* female teachers is established at either Ahmedabad or Surat. This, however, being a subject still under consideration by the highest authorities, I cannot discuss it here; and merely mention the great want that exists for such an Institution as you have already proposed, and the Bombay Government has sanctioned.

10. Results of Instruction in Government and Private Schools in point of quality, as shown by numbers passed under different standards.

A. GOVERNMENT SCHOOLS—*Standards for Anglo-Vernacular Schools.*

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																		
			I. Standard.			II. Standard.				III. Standard.				IV. Standard.				V. Standard.				VI. Standard.
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head	3rd Head.	4th Head.	Matriculation.
2	High Schools..	327	..	..	...	65	36	32	24	53	33	42	9	12	29	32	12	50	17	14	2	21*
45	Middle Class Schools	1,749	1,065	500	605	621	379	554	517	79	64	45	65	57	66	59	40	..	..	...	..	..
		2,076	1,065	500	605	686	415	586	541	132	97	87	74	69	95	91	52	50	17	14	2	21

* From three High Schools.

Standards for Vernacular Schools.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.															
			I. Standard.			II. Standard.			III. Standard.				IV. Standard				V. Standard			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
505	Boys' Schools	17,980	5,632	5,804	6,293	3,564	3,934	3,089	2,355	2,420	2,549	2,030	462	493	888	360	13	13	12	10
62	Girls' do.	173	63	68	19	37	44	29	22	13	19	7	..	..	..	..	..	..	..	..
		18,153	5,695	5,872	6,312	3,601	3,978	3,128	2,377	2,433	2,568	2,037	462	493	888	360	13	13	12	10

B. PRIVATE SCHOOLS—*Standards for Anglo-Vernacular Schools.*

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																		
			I Standard.			II. Standard.				III. Standard.				IV. Standard.				V. Standard.				VI. Standard.
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
	Aided.																				
1	Middle Class School	146	29	22	33	29	21	29	17	36	28	25	34	10	13	12	14	9	11	9	5	..
	Inspected.																					
4	Middle Class Schools	141	33	32	34	19	24	29	4	10	11	9	6	21	33	27	11	..	..	..	..	..
		287	62	54	67	48	45	58	21	46	39	34	40	31	46	39	25	9	11	9	5	..

Standard for Vernacular Schools.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.									
			I. Standard.			II. Standard.			III. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
	Aided.											
9	Boys' Schools	265	103	103	102	30	62	37	27	34	45	20
1	Girls' School	36	16	17	16	9	11	11	5	5	8	4
		301	119	120	118	39	73	48	32	39	53	24
	Inspected.											
34	Boys' Schools	621	241	253	267	118	143	105	45	44	48	31
25	Girls' Schools	144	75	84	89	24	26	20	1	3	3	1
		765	316	337	356	142	169	125	46	47	51	32
		1,066	435	457	474	181	242	173	78	86	104	56

In the column "Number of Scholars Examined," those only have been entered who were examined under standards. Those below standards were examined in their respective classes. The proportion of scholars presented under the standards is considerably greater than last year, as is also the number who have passed. The result however is not so satisfactory as is desirable; but as the standards are now better understood by all parties concerned, and have lately been simplified and improved, the number who pass under them will yearly increase.

Reports on the High Schools have already reached you. From these, and the result of the Matriculation Examination, you can form your opinion of them.

Of the Government 1st Grade Anglo-Vernacular Schools, those at Broach and Nariad take the lead, and deserve to be raised to the rank of 2nd Grade High Schools, as soon as funds are available. The remainder, rank in efficiency as follows:—

1. Bhownagar.
2. Khaira.
3. Parsee Panchâyat English School, Surat.
4. Balsar.
5. Deesa.
6. Camp Baroda.

The best of the 2nd Grade Anglo-Vernacular Schools are the Branch Schools at Ahmedabad, Surat, and Rajkote, and those at Nowsari, Umreth, Mahudhá, Kaparvanj, Godra, and Dholka, and ought soon to take rank as 1st Class Anglo-Vernacular Schools.

Of the Government Vernacular Schools, Nariad maintains its rank as the best in the Division.

The following deserve "honourable mention" for having passed a fair proportion of their pupils under Vernacular Standard IV.

Sub-Division.	Names of Schools.
Surat, S. D.	Surat, No. I. Kharsád. Bhagwádá. Untadi. Sukaltirth. Tankaria Sitpon.

Nariad

Sub-Division.	Names of Schools.
Kaira, S. D.	Thasra. Antroli. Matar. Virsad. Kathlal. Memdabad. Dákor. Dehevan. Moholel.
Ahmedabad, S. D.	Ahmedabad No. I. Ditto No. II. Ditto No. VI. Mándal. Dhanduká. Barválá. Ránpur. Adval. Bárejá. Jetalpoor.
Rewa Kanta, S. D.	Vádásinore. Seherá.
Kattiawar, S. D.	Mangrol. Morbi.

The number of girls who have succeeded in passing under the standards is but few. Here, as in Bengal, "the standard of instruction attained is by no means so satisfactory as the increase of numbers." As the sum of Rs. 3,330 from Imperial Funds has been placed at my disposal for the improvement of Girls' Schools in the coming year, I hope at the end of 1868-69 to be able to report more favourably of the efficiency of our Female Schools.

The Training Schools at Ahmedabad, Surat, and Rajcote are most useful institutions, and during the year have provided us with 113 Vernacular Masters. For English teachers, we look mainly to the High Schools and the University.

Of the Private Schools, the Mission English School at Surat stands first. It teaches up to the Matriculation Standard, and will next year, I hope, rank as a High School.

Other 1st Grade Anglo-Vernacular Schools (private) rank as under, in point of efficiency :—

Kavasji Jahangirji Zarthosti Maddressa at Nowsari.

Kavasji Jahangirji English School at Gandevi.

Rustomji Jamsetji Jejeebhoy English School at Damaun.

Bapu Miah English School at Junagadh.

Of the Fardunji Sorabji Parekh School of Art and Industry at Surat, I am unable to speak favourably ; and entirely concur with you, that the school should be closed, and the funds devoted to "sending up to Sir Jamsetjee Jejeebhoy School of Art a certain number of selected pupils, provided with Scholarships adequate for their maintenance during a course of instruction for three or four years."

The Vernacular School at Sadra is the only Private School that succeeded in passing boys in the 4th Vernacular Standard ; the rest are all Primary Schools.

11. *School-building operations during the year* 1867-68.

	Names of places.	For what number of pupils.	Commenced or Carried on	Completed during the year.	Expenditure. Imperial.	Local Cess.	Municipal.	Popular Contribution.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11
	Ahmedabad Sub Division.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
New Buildings.	Dholka	200	Carried on	Completed	1,500 0 0	3,660 15 9	..	....	..	5,160 15 9
	Dhandhuka	200	Do.	Do.	1,500 0 0	1,600 0 0	..	1,000 0 0	..	4,100 0 0
	Kua	75	Do.	Do.	500 0 0	900 0 0	..	....	..	1,400 0 0
	Pipli	75	Do.	Do.	....	1,180 0 0	..	500 0 0	..	1,680 0 0
	Adwal	100	Do.	Do.	1,000 0 0	200 0 0	..	500 0 0	..	1,700 0 0
	Rozka	100	Do.	Do.	500 0 0	225 0 0	..	1,000 0 0	..	1,725 0 0
	Valukad	75	Do.	Do.	....	1,000 0 0	..	500 0 0	..	1,500 0 0
	Chorbaroda	75	Do.	Do.	500 0 0	900 0 0	..	....	..	1,400 0 0
	Koth	100	Do.	Do.	700 0 0	700 0 0	..	....	..	1,400 0 0
	Uvarsad	75	Do.	Do.	500 0 0	900 0 0	..	....	..	1,400 0 0
	Bhadiad	75	Do.	Do.	....	1,045 0 0	..	500 0 0	..	1,545 0 0
	Detroj	110	Commenced ..	.....	....	....	..	....	..	.....
	Ahmedabad Training College.	100	Carried on	.....	51,575 0 0	....	..	34,000 0 0	..	85,575 0 0

NEW BUILDINGS.

Kaira Sub-Division.												
Nawagaum	64	Carried on	Completed	....		8,359 14 7	..	....	..	8,359 14 7		
Radu	64	Do.	Do.									
Kalsar	64	Do.	Do.									
Boriani.....	64	Do.	Do.									
Dehwan	64	Commenced ..	.....									
Borsad.....	200	Do.	Completed	2,025 0 0		2,000 0 0	..	743 0 0	..	4,768 0 0		
Uttarsanda	125	Do.	.....	....		....	..	....	..	.....		
Karamsad	125	Do.	.....	....		....	..	....	..	.....		
Adas.....	96	Do.	.....	....		....	..	....	..	.....		
Napa	96	Do.	.....	....		15 0 0	..	....	..	15 0 0		
Bhetasi	64	Do.	.....	....		10 2 7	..	....	..	10 2 7		
Vadthal	64	Do.	.....	....		....	..	....	..	.....		
Bhatera	64	Do.	.....	....		7 1 6	..	....	..	7 1 6		
Vina.....	96	Do.	.....	....		12 0 0	..	....	..	12 0 0		
Pansora	64	Do.	.....	....		371 6 2	..	.....	..	371 6 2		
Camp Baroda ..	150	Do.	Completed	5,222 0 0		....	..	5,000 0 0	..	10,222 0 0		
Surat Sub-Division.												
Kharsad	93	Carried on	Completed	....		3,342 13 7	..	....	..	3,342 13 7		
Katpore	93	Do.	Do.	....		3,731 1 9	..	....	..	3,731 1 9		
Sakaltirath	125	Do.	Do.	....		4,872 0 0	..	....	..	4,872 0 0		
Talangpor	64	Do.	Do.	....		2,249 15 5	..	....	..	2,249 15 5		
Tralsa	64	Do.	Do.	....		2,778 8 7	..	....	..	2,778 8 7		
Magnad	64	Do.	Do.	....		3,118 2 8	..	....	..	3,118 2 8		
Dehej	64	Do.	Do.	....		4,088 6 7	..	....	..	4,088 6 7		
Pakhajar	64	Do.	Do.	....		2,748 3 6	..	....	..	2,748 3 6		
Untadi.....	64	Do.	.....	....		1,121 1 6	..	....	..	1,121 1 6		
Carried over..	3,519	.....	.....	65,522 0 0		51,136 14 2	..	43,743 0 0	..	1,60,401 14 2		

	Names of places.	For what number of pupils.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial.	Local Cess.	Municipal.	Popular Contribution.	Fees.	Total.
1		3	4	5	6	7	8	9	10	11
	Brought over..	3,519	.....	.....	Rs. a. p. 65,522 0 0	Rs. a. p. 51,136 14 2	Rs.a.p. ..	Rs. a. p. 43,743 0 0	Rs.a.p. ..	Rs. a. p. 1,60,401 14 2
	Surat Sub-Division—continued.									
New Buildings.	Alipor	64	Carried on	.....	....	2,214 9 11	..	....	..	2,214 9 11
	Umarsadi	64	Commenced....	.....	....	1,204 0 7	..	....	..	1,204 0 7
	Paria	64	Do.	.....	....	....	..	....	..	.....
	Valod	125	Do.	.....	....	7 0 0	..	....	..	7 0 0
	Puni	64	Do.	.....	....	....	..	....	..	.....
	Kosad	64	Do.	.....	....	....	..	....	..	.....
	Sandiar	64	Do.	.....	....	....	..	....	..	.....
	Sitpon	64	Do.	.....	....	....	..	....	..	.....
	Sorbhon	96	Do.	.....	....	34 11 9	..	....	..	34 11 9
	Kavi	64	Do.	.....	....	....	..	....	..	.....
	Gajera	64	Do.	.....	....	189 4 5	..	....	..	189 4 5
	Kattiawar Sub-Division.									
	Paliad	75	Carried on	Completed	....	....	..	....	..	.....
	Batwa	125	Do.	Do.	....	....	..	4,000 0 0	..	4,000 0 0

New Buildings.	Veraval	200	Do.	Do.								
	Vauthli	100	Do.	Do.								
	Kuliana	175	Do.	Do.								
	Junagadh (for Girls)	200	Do.	Do.								
	Una	75	Do.	Do.								
	Bilkha	100	Do.	Do.					1,350 0 0		1,350 0 0	
	Gariadhar	125	Do.	Do.								
	Shihor	200	Do.	Do.					4,701 0 0		4,701 0 0	
	Talaja	150	Do.	Do.					3,000 0 0		3,000 0 0	
	Morbi	200	Do.	Do.								
	Kundla (for Girls)	40	Do.	Do.								
	Chital	200	Commenced	Do.								
	Lathi	75	Do.	Do.								
	Chuda	200	Do.	Do.								
	Chotila	60	Do.	Do.								
	Tankara	100	Do.	Do.					587 6 0		587 6 0	
	Total	6,716		Rs.	65,522 0 0	54,786 8 10		57,381 6 0		1,77,689 14 10		
Additions, &c.	*Kaira Sub-Division.*											
	Kaloli		Carried on	Completed								
	Kanij		Ditto	Ditto		570 0 0		155 0 0		725 0 0		
	Mahij		Ditto	Ditto								
	Alarsa		Ditto			300 0 0				300 0 0		
	Virsad		Ditto	Completed		600 0 0				600 0 0		
	Carried over.					1,470 0 0		155 0 0		1,625 0 0		

	Names of places.	For what number of pupils.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial.	Local Cess.	Municipal.	Popular Contribution.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs. a. p.	Rs. a. p.	Rs.a.p.	Rs. a. p.	Rs.a.p.	Rs. a. p.
	Brought over..	..	.....	.....	....	1,470 0 0	..	155 0 0	..	1,625 0 0
	Surat Sub-Division.									
Additions and Alterations.	Raised seats of wood in 11 School Houses in the Surat Collectorate..	..	Carried on	.....	....	1,469 0 0	..	....	..	1,469 0 0
	Katiawar Sub-Division.									
	Bhownaggar English School House	80	Ditto	Completed	....	....	..	2,000 0 0	..	2,000 0 0
	Do. Gujarati do.	80	Ditto	Ditto	....	....	..	1,500 0 0	..	1,500 0 0
	Dungar	75	Ditto	.....	....	....	..	....	..	....
	Total..	..	.....	..... Rs.	....	2,939 0 0	..	3,655 0 0	..	6,594 0 0
	Grand Total..	..	.....	..... Rs.	65,522 0 0	57,725 8 10	..	61,036 6 0	..	1,84,283 14 10

The School-houses in the Surat and Broach Districts, were, or are being, erected by the Local Fund Executive Engineer, Mr. Sowerby; those in the Kaira Districts, by the Executive Engineer Kaira Collectorate (except in the case of the Barsad School-house, and petty additions and alterations in several School-houses which were effected by the Deputy Inspector, with the assistance of the local authorities); those in the Ahmedabad Districts, mainly through our Department, with assistance from Mr. Richey and other local authorities; and those in Kattiawar, by the Chiefs themselves or under their orders.

The School-house at the Camp Baroda was erected by Lieutenant Mant, Executive Engineer Surat Districts, and is much admired.

The Premchand Raechand Building for the Ahmedabad Training College is approaching completion, and will shortly be made over to our Department. It is a very substantial building, and an ornament to the City of Ahmedabad. Our building operations will not, I trust, cease till every School has a substantial House of its own; but as mentioned in my last year's Report, this *cannot be done* without continual aid from Imperial Funds to meet popular contributions.

At eight square feet for each boy, the School-houses erected, or in course of erection, during the year, will afford accommodation for 6,716 pupils in actual attendance.

12. *Libraries.*

A. *Previously existing.* *Return up to 31st December* 1867.

Names of Places.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Himabhai Institute, Ahmedabad	3,500	88	224	6,520	1,580 2 6	1,107 15 3
Andrew's Library, Surat	4,040	168	50	1,490	1,203 13 4	1,574 14 10
Hadow Institute, Kaira	597	208	48	415	323 8 9	1,028 15 3
Broach Library			Return	not re-	ceived.	
Lang Library, Rajcote	768	171	69	1,113	905 1 6	614 15 5
Native Library, Nariad	577	8	53	445	188 4 0	164 15 9
Ditto Umreth	330	51	22	110	98 9 0	78 9 10
Ditto Mahudha	200	6	41	62	76 10 0	1,080 5 9
Ditto Kaparvanj	265	48	55	640	374 5 3	425 3 1
Ditto Thasra	11	15	23	115	28 11 6	21 6 0
Ditto Memdabad	5	8	16	100	142 0 0	39 12 0
Ditto Matar	2	0	19	60	24 0 0	21 4 6
Ditto Borsad	20	44	45	180	150 0 0	104 14 9
Ditto Anand	..	3	11	33	23 10 0	22 6 0
Carried forward	10,130	824	685	11,289	5,138 12 4	6,365 10 5

Names of Places.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Brought forward..	10,130	824	685	11,289	5,188 12 4	6,345 10 5
Lilndhur Library, Dholka.....	154	78	22	170	58 15 0	46 12 2
Native Library, Balsar	200	5	32	73	96 4 0	174 11 0
Ditto Vadhvan	46	1	7	....	271 0 0	200 2 6
Ditto Junagadh.....	222	92	35	31	330 0 0	102 13 0
Ditto Mangrol	58	..	25	40	....	....
Chaganlal Library, Bhownagar ..	630	408	25	64	129 14 0	48 13 10
Reading Room, Dholera	7	7	16	7	26 6 0	14 6 0
Ditto Dhandhuka	21	21	48	45	73 4 0	64 12 0
Ditto Ranpur	..	7	10	7	27 0 0	31 12 0
Ditto Sayla			Return	not received.		
Ditto Veraval.....			Ditto	Ditto		
Total....	11,468	1,443	906	11,732	6,160 7 4	7,038 11 11

B. *Newly Established.*

Names of Places.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Stewart Library, Godra	15	50	52	....	154 0 0	151 15 8
Native Library, Buntva	24	24	15	5	50 0 0	50 0 0
Ditto Palitana.....	214	72	....	62	....	....
Ditto Jodia	18	..	16	40	18 4 0	35 4 0
Reading Room, Prantij	1	..	58	....	131 6 8	71 8 8
Ditto Morasa	3	3	27	....	54 0 0	28 10 9
Ditto Baroja	..	..	15	....	19 0 0	15 0 0
Dnyana Vardhak Do. Ahmedabad.	235	..	25	....	90 0 0	90 0 0
Reading Room Barvala	7	7	10	....	22 0 0	17 12 0
Ditto Viramgaum	9	9	....	5	75 0 0	60 0 0
Ditto Kathlal.....	..	3	11	38	10 2 3	15 0 0
Ditto Moholel	..	3	16	40	30 0 0	28 12 0
Ditto Dakor.....	..	33	31	122	135 6 0	129 7 8
Ditto Napad	..	6	18	51	29 1 3	33 2 3
Ditto Jambusar.....	..	..	15	....	42 0 0	42 0 0
Ditto Amode	..	..	18	....	32 12 0	32 12 0
Ditto Anklesar	..	..	15	....	15 0 0	50 0 0
Ditto Tankaria	..	..	8	No Issue Books were kept.	23 0 0	23 0 0
Ditto Jadesar.....	..	..	14		23 0 0	23 0 0
Ditto Elav	..	..	40		60 8 0	30 0 0
Ditto Hansoto.....	..	..	20		100 0 0	100 0 0
Ditto Kervada.....	..	..	8		25 0 0	25 0 0
Ditto Limdi.....	4	4	12	12	17 8 0	15 9 8
Ditto Dhrol.....	6	6	....	6	50 0 0	39 11 0
Ditto Vanthli	3	3	5	5	23 4 0	16 8 0
Ditto Upleta	6	6	19	13	20 12 0	17 12 0
Total.....	545	229	463	300	1,269 6 2	1,147 14 2

These figures speak for themselves and to my mind prove that the taste for reading is increasing in all parts of Gujerat. Many of these Libraries or Reading Rooms are quite in their infancy; but everything must have a beginning: and I am convinced that if they are left to manage themselves, and are assisted from time to time by grants of books, they will in due time become most useful Institutions.

They are 52 in number. The returns are not so complete as is desirable, but the following are "Results" :—

Total number of Members		1,369
„ Income	Rs.	7,429
„ Expenditure	„	8,185
„ Number of Volumes		13,685
„ Issued during the year		12,131

It is worthy of notice that none of those mentioned in my last Report have been closed during the year.

13.—*Spread of English.*

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1866-67	1867-68		
18	Ahmedabad Sub-Division	935	779	..	156
16	Kaira „ Ditto	672	454	..	218
3	Rewa Kanta „ Ditto	122	90	..	32
25	Surat „ Ditto	1,841	1,760	..	81
20	Kattiawar „ Ditto	434	607	173	..
		4,004	3,690	173	487
			Net decrease....		314

A decrease of 314 in those studying English is due—

1st. To the increase of the Fee for English Instruction in 1st and 2nd Class Anglo-Vernacular Schools.

2ndly. To the fact that no money is available from either Imperial Funds or the Local Cess, for the improvement o Government Schools in which English is taught.

3rdly. To the strict enforcement of the rule that no boy shall be allowed to commence the study of English until he has passed in the 3rd Vernacular standard; and in Ahmedabad, to the opening of an English School, in which the Fee is nominal, by the Missionaries located in that city. The *decrease* is, in my opinion, temporary only, and next year will show a different result.

Last year 10 per cent. of those under instruction were learning English; this year 7·7 per cent only.

14. *Numbers studying Classical Languages.*

A.—*Sanscrit.*

Number of Schools.	Sub-Division.	Number studying Sanskrit.		Increase.	Decrease.
		1866-67	1867 68		
5	Ahmedabad Sub-Division	210	263	53	..
2	Kaira ditto	77	108	31	..
3	Surat ditto	186	253	67	..
9	Kattiawar ditto	146	272	126	..
		619	896	277	..

B.—*Latin.*

Number of Schools.	Sub-Division.	Number studying Latin.		Increase.	Decrease.
		1866-67	1867-68		
1	Ahmedabad Sub-Division	..	11	11	..
2	Surat Sub-Division.....	20	65	45	..
		20	76	56	..

An increase of 274 studying Sanskrit is satisfactory. The Instruction in this language is however of a very elementary nature, and will be so till the Teachers employed are better paid and more competent. Latin is now taught in the Ahmedabad and Surat High Schools and in the Surat Mission School, and the study of it seems likely to increase.

15. *Employment of educated Natives.*—The number of Certificates for admission into the Lower Grades of the Public Service granted during the year was—

	1st Class.
By the Educational Inspector, N. D.	192
	2nd Class.
By the Deputy Educational Inspector, Surat, Sub-D.	143
Do. Assistant Deputy do.	21
Do. Deputy Educational Inspector, Ahmedabad Sub-Division	376
Do. do. Kaira Sub-Division	250
Do. do. Kattiawar do.	63
Do. Sub-Dep. do. do. do.	9
Do. Assist. do. Rewa Kanta do.	93
Total.....	955

16. *General remarks on the working of the Grant-in-aid system.* In 1866-67 one school only in this Division received aid under the Grant-in-aid Rules for payment for results. This year, 11 Schools, at Surat and Gogo, all under the superintendence of the Missionaries of the Irish Presbyterian Church, have received aid under these Rules, Rs. 2,097-12-0 being awarded to them. Nine additional Schools have been registered for examination next year. The system is approved of by School Managers, and will gradually extend.

17. *Table of different Castes under instruction.*

A. *In Government Schools.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Musalmans.	Parsees.	Others.	Total.
Colleges	21	..	20	..	..	..	41
High Schools.....	194	14	270	6	63	3	550
Middle Class Schools.	823	296	921	132	357	8	2,537
Lower Class Schools.	7,091	11,311	14,099	3,490	809	20	36,820
Female Schools....	677	306	901	51	399	..	2,334
Training Schools ..	95	5	37	..	..	..	137
	8,901	11,932	16,248	3,679	1,628	31	42,419

B. *In Private Schools, aided or under inspection.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Musalmans.	Parsees.	Others.	Total.
Middle Class Schools	100	62	251	33	166	43	655
Lower Class Schools.	523	360	1,828	497	148	3	3,359
Female Schools.....	372	54	839	66	53	..	1,384
Furdoonjee Parekh's School of Art and Industry.	5	1	20	3	37	..	66
	1,000	477	2,938	599	404	46	5,464

The total of these two Tables gives the following percentage for different castes :—

Brahmins	20·68
Cultivators.....	25·93
Other Hindoos	40·06
Musalmans	8·93
Parsees	4·24
Others	·16
	100·0

The proportion of Musalmans is greater than in former years. Among "other Hindoos" we now have Bhils, Kulis, Shepherds, Barbers, Fishermen, and others who have hitherto considered that Education was not for them.

18. The number of children of Cess Payers attending schools in 2nd Grade Anglo-Vernacular and Vernacular Schools, is :—

In 2nd Grade Anglo-Vernacular Schools	861
In Vernacular Schools	14,706
	15,567

The Local Cess, so far at least as the Educational portion of it is concerned, is popular; and the people seem, from the number of applications for schools which are received, and the readiness with which they send their children to them, when opened, determined to avail themselves of its benefits to the utmost.

19. *Cost per Head of Instruction to Government.*

	Cost per head of Pupils on average daily attendance.		
Government Institutions.	Rs.	a.	p.
(a) *General.* Gujerat Provincial College at Ahmedabad	123	8	9
(a) *General.* High Schools	35	3	9
(a) *General.* Middle Class Schools	7	0	7
(a) *General.* Lower Class Schools	1	9	3
(b) *Special* .... Training Schools	68	1	0
(c) *Female Schools*	0	0	9
Private Institutions receiving aid from Government.			
A. *On the system of Payment or Results.*			
(a) *General.* Middle Class Schools	8	11	10
(a) *General.* Lower Class Schools	1	3	1
(c) *Female Schools*	0	13	6
B. *Not on the system of Payment for Results.*			
(b) *Special.* Furdoonjee Parekh's School of Art and Industry at Surat	22	11	7

20. *Average monthly rate of Fee.*

A. *In Government Schools of different Grades.*	Rs.	a.	p.
High Schools	0	10	7
Middle Class Schools	0	4	11
Lower Class Schools	0	0	10
Normal Schools.	0	0	8
B. *In Aided Schools of different Grades.*			
Middle Class Schools	0	4	5
Lower Class Schools.	0	0	1
In Inspected Schools of different Grades.			
Middle Class Schools	0	0	3
Lower Class Schools	0	0	4

No special measures have been adopted by our Department during the year for the Education of minor Chiefs. What is being done in this direction is by the Political Agents of Kattiawar, Rewa-Kanta, and Mahi Kanta, and by the Talookdari Settlement Officer, Mr. Richey.

22. *School Books.*—A Committee, composed of Mr. Hope, Rao Saheb Mahipatram Rupram, Rao Saheb Mahanlal Ranchordas, Mr. Nandshanker Tuljaoshanker, and myself, was appointed in April last to revise Mr. Hope's Series of Gujerati School Books.

It met in the rains, with Mr. Hope as President. (I was unfortunately unable to be present, being on privilege leave for three months in consequence of a fall from my horse.) Messrs. Durgaram Mancharam, Dalpatram Dayabhai, Vrajlal Kalidas, and Narmadashankar Lalshankar, gentlemen whose publications are well known in Gujerat, also rendered valuable assistance to the Committee. The whole of the Series have been stereotyped in the Bombay Education Society's Press, by Mr. Firth, and large editions of each of them are being struck off under Mr. Hope's supervision. The popularity and efficiency of our Vernacular Schools is in a great measure due to this excellent series of School Books.

23. A second and improved edition of Taylor's Gujerati Grammar is being carried through the press by the author.

24. As copies of all works published in the Gujerati language (the language of my Division) are now received and registered in your office, I omit all mention of them here, merely recording my impression that the taste for reading still goes on increasing among the people in all parts of Gujerat.

25. *Education in Kattiawar.*—The progress education is making in this Province, the most interesting portion of my Division, is most encouraging. Through the liberality of several of the most influential Chiefs, funds amounting to Rs. 3,600 per annum have been raised for the improvement of the Rajkote English School, which has now in consequence been raised to the rank of a High School, and in November last matriculated two of its students. His Highness the Nawab of Junagadh and the Kathi Chiefs of Jetpur have given Rs. 10,000 for the establishment of Scholarships in

connection with the High School, and Kumari Bai of Bilkha has also founded a scholarship of Rs. 50 per annum: examples which other Chiefs will doubtless follow.

A handsome building is being erected at Rajkote for the reception of young Chiefs and sons of Chiefs while under instruction, from funds provided by the Chiefs themselves.

The number of schools under inspection has increased from 123 to 170, scholars from 7,817 to 12,002, and fee collections from Rs 4,272-8-0 to Rs. 6,618-9-0. The sum of Rs. 43,997-8-0 has been expended on instruction and inspection, or Rs. 2,890 more than in 1866-67. Six large school-houses have been completed, at a cost of Rs. 16,551, of which Rs. 11,201 was from the Rajah of Bhownagar.

Having this year visited many of the principal towns in Kattiawar, I can bear testimony to the great interest taken in the cause of education by many of its Chiefs.

The Rajah of Bhownagar, the Nawab of Junagadh, the Thakoors of Palitana, Gondal, and Wadhavan, presided (all for the first time) at the annual distribution of prizes in their respective towns, and showed their willingness to do all in their power to promote education. It seems to me that Kattiawar has a bright future before it. The giant is no longer asleep; and no longer can it be said "a languid circulation goes on sufficient to preserve existence, but otherwise there are no signs of life." Roads are appearing in all directions, and works of improvement going on everywhere. I need scarcely say that all this progress and life is chiefly due to the late and present Political Agents, Colonels Keatinge and Anderson, and their Assistants.

26. *Rewa Kanta Agency.*—Here, thanks to the great interest taken in the matter by Major Barton, the Political Agent, five additional schools have been opened, masters' salaries raised, school-houses built, and other measures adopted for the improvement of schools.

27. In the *Mahi Kanta* measures for the spread of education are being taken by the Acting Political Agent, Major Law. 23 schools, on the improved or Government system, exist. As, however, these schools are not yet under our inspection, except that at Sadra, I can give no particulars about them.

28. During the year my Deputies and myself have received the most cordial assistance from gentlemen in all branches of the public service, to whom I beg to express my warmest thanks, as without their aid our efforts would often be of but little avail.

I have the honour to be,

Sir,

Your most obedient Servant,

T. B. CURTIS,

Educational Inspector, N. D

REPORT BY W. A. RUSSELL, ESQUIRE, EDUCATIONAL INSPECTOR, SOUTHERN DIVISION, FOR 1867-68.

No. 277 OF 1868-69.

Office of the Educational Inspector, S. D.,
Camp, Karwar, 1st June 1868.

To The DIRECTOR OF PUBLIC INSTRUCTION, Poona.

SIR,—I have the honour to submit, in the form lately prescribed by you, my report for 1867-68.

1. Area of Southern Division, 46,909 square miles. No changes in limits of the Division, or of its Sub-divisions. Estimated population 2,686,395.

2. No changes in Inspecting Staff. Mr. Venkut Rungo Katti was transferred from the Principalship of the Training College, Belgaum, to the post of Officiating Canarese Translator; and Mr. Bhoojungrao Kristna Hooilgole, Vice-Principal, was promoted to act as Principal, in his stead. I may here notice the appointment, during the year, of Mr. Mahadeo Moreshwur Kunte, M.A., as Master of the 2nd Grade High School at Kolapoor, and of Mr. Bal Purshram Pundit as Deputy Inspector of Schools in the Kolapoor State.

3. Actual expenditure—Imperial and Local Funds :—

	Imperial.			Local.			TOTAL.		
A. *Divisional Expenditure*	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Inspection & subsidiary charges.	27,091	2	11	876	8	0	27,967	10	11
Instruction, *i. e.* ordinary expenses of Schools	48,254	6	8	85,453	2	4	1,33,707	9	0
Extraordinary Grants	133	8	9	.....			133	8	9
Buildings	13,308	6	9	13,990	5	7	27,298	12	4
B. *General Expenditure.*									
Book Department	29	0	0	26	2	0	55	2	0
Translation Department	1,932	0	0	16	9	0	1,948	9	0
Duxina Fund, &c.....	....			.....			.....		
Total....	90,748	0	1	1,00,362	10	11	1,91,111	4	0

4. Comparison of expenditure with that of last year :—

Expenditure during 1866-67.

	Imperial.			Local.			TOTAL.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Inspection.....	22,296	15	8	367	12	0	22,664	11	8
Instruction	52,786	9	6	52,626	15	10	1,05,413	9	4
Total....	75,083	9	2	52,994	11	10	1,28,078	5	0
				In 1867-68..			1,91,111	4	0
				Increase in 1867-68..			63,032	15	0

This increase is thus accounted for :—

1. This year's expenditure is for 12 months, while that of last year was for 11 months only.

2. A large sum (Rs. 27,298-12-4) was drawn for school-buildings, including the people's subscriptions and Government grant.

3. A Canarese Translator was appointed.

4. 70 new schools were opened during the year.

5. Nearly 10,000 Rupees were spent for supplying the schools with furniture, books, maps, &c.

6. The office establishments of inspecting officers were travelling with them during the greater part of the year.

7. Educational Inspector's pay for two months of the last year was drawn in this year. The Inspector's pay was also increased 100 rupees per month.

5. Particulars of expenditure from Local Funds.

A. *Total expenditure, showing sources of expenditure for the different Collectorates.*

Collectorate.	1866-67.			1867-68.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Belgaum	19,277	12	11	28,677	2	9	9,399	5	10	.....		
Dharwar	14,332	5	9	30,197	2	9	15,864	13	0	.....		
Kulladghee	9,111	4	11	27,300	2	1	18,188	13	2	.....		
Canara	10,273	4	3	14,188	3	4	3,914	15	1	.....		
Total....	52,994	11	10	1,00,362	10	11	47,367	15	1	.....		

B. *Analysis of Expenditure from Local Funds for 1867-68.*

Collectorate.	School Fees.			Educational Cess.			Popular Contributions.			Municipal Funds.			Contributions for School-building and repairs.			Belgaum Sirdars' High School Fund.			Dharwar English School Endowment Fund.	Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	Rs.	a.	p.
Belgaum..	4,791	12	8	14,642	10	8	1,223	13	0	800	10	7	2,044	0	1	4,513	11	9	..	28,677	2	9
Dharwar..	3,505	0	4	19,133	2	2	1,850	3	9	1,102	0	0	4,346	12	0	....			200	30,197	2	9
Kulladghee	3,346	11	0	21,300	7	8	942	12	5	440	8	0	1,370	0	0	....			..	27,300	2	1
Canara ..	1,807	3	10	11,024	8	3	1,226	7	3	....			....			....			..	14,188	3	4
Total..	13,540	11	10	66,000	12	9	5,233	3	5	2,402	15	7	8,361	5	7	4,513	11	9	200	1,00,362	10	11

133326

C.—*Local Cess Expenditure.*

Local Cess District Committees.	Inspection.	Higher Class Schools.	Middle Class Schools.	Lower Class Schools.	Training of Masters.	School-building repairs.	Scholarships, books, furniture, prizes, &c.	TOTAL.
	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Belgaum ..	..	..	436 11 10	13,937 14 10	....	202	66 0 0	14,642 10 8
Dharwar ..	..	..	2,000 4 8	11,446 13 6	45	402	4,333 0 0	19,155 2 2
Kulladghee.	..	..	2,164 8 0	11,572 12 1	792	600	6,071 3 7	21,200 7 8
Canara	..	..	2,280 6 8	7,569 15 11	539	..	635 1 8	11,024 8 3
Total..	..	..	7,787 15 2	44,527 8 4	1,376	1,204	11,105 5 3	66,000 12 9

D. *Fee Fund Expenditure.*

SUB-DIVISIONS.	Salaries.	Prizes.	Servants.	Contingencies.	Transferred to Local Cess.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.
Belgaum	4,016 8 8	8 0 0	81 0 0	686 4 0	.....	4,791 12 8
Dharwar.....	2,567 4 4	16 15 0	181 0 0	739 13 0	.....	3,505 0 4
Kulladghee	2,534 14 5	....	126 11 4	685 1 3	.....	3,346 11 0
Canara	863 14 5	3 5 0	244 0 0	781 0 5	.....	1,897 3 10
Total..	9,987 0 10	28 4 0	632 11 4	2,892 2 8	.....	13,540 11 10

6. COMPARATIVE TABLE *of Receipts from Fees under different Grades of Schools in each Sub-Division.*

Sub-Division.	1866-67.							1867-68.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class Schools.	Female.	Normal.	Special.	Total.	High Schools.	Middle Class Schools.	Lower Class Schools.	Female.	Normal.	Special.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.			Rs. a. p.	Rs. a. p.	
Belgaum	557 8 0	1,256 8 6	3,090 15 0	.....	.....	.....	4,905 0 0	833 8 0	1,245 1 3	4,243 0 10	.....	.....	.....	6,321 10 1	1,416 10 1	..
Dharwar.....	.....	1,279 7 0	2,528 7 10	.....	.....	.....	3,807 14 10	.....	1,920 12 9	3,498 2 0	.....	.....	.....	5,427 14 9	1,619 15 11	..
Kulladghee	.....	1,049 9 0	2,207 4 0	.....	.....	.....	3,256 13 0	.....	1,473 3 3	3,088 13 3	.....	.....	.....	4,562 0 6	1,305 3 6	..
Canara	.....	1,071 9 9	447 3 0	.....	.....	.....	1,518 12 9	.....	1,008 3 0	852 8 0	0 13 0	.....	.....	1,951 8 0	432 11 3	..
Total....	557 8 0	4,657 2 3	8,273 14 4	.....	.....	.....	13,488 8 7	833 8 0	5,746 4 3	11,682 4 1	0 13 0	.....	.....	18,263 1 4	4,774 8 9	..

7. Objects of expenditure on Instruction.

	From Imperial Funds.	From Local Funds.	TOTAL.
1	2	3	4
GOVERNMENT INSTITUTIONS.	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) General. Colleges	....	....	....
(a) General. High Schools	9,478 5 8	4,513 11 9	13,992 1 5
(a) General. Middle Class do.	16,635 5 2	14,106 0 2	30,741 5 5
(a) General. Lower Class do.	16,172 8 2	58,829 7 5	75,001 15 7
(b) Special....Belgaum Training School	5,033 3 7	3,018 5 2	8,051 8 9
(c) Female Schools	....	4,985 9 10	4,985 9 10
Total	47,919 6 8	85,453 2 4	1,33,372 9 0
PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT.			
A.—*On the system of payment for results.*			
(a) General. Colleges	....	....	....
(a) General. High Schools	....	....	....
(a) General. Middle Class do.	335 0 0	....	335 0 0
(a) General. Lower Class do.	....	....	....
(b) Special	....	....	....
(c) Female Schools	....	....	....
Total	335 0 0	....	335 0 0
B.—*Not on the system of payment for results.*			
(a) General. Colleges	....	....	....
(a) General. High Schools	....	....	....
(a) General. Middle Class do.	....	....	....
(a) General. Lower Class do.	....	....	....
(b) Special	....	....	....
(c) Female Schools	....	....	....
Total	....	....	....
Book Department	29 0 0	26 2 0	55 2 0
Translation Department	1,932 0 0	16 9 0	1,948 9 0
Buildings	13,308 6 9	13,990 5 7	27,298 12 4
Special allowance to European and Eurasian Students	133 8 9	....	133 8 9
Expenses from Daxina Fund	....	....	....
Total	15,402 15 6	14,033 0 7	29,436 0 1
Grand Total	63,657 6 2	99,486 2 11	1,63,143 9 1

8. *Results of Expenditure.*

(*a.*) On Inspection work, as shown by the number of Schools and Scholars, both Government and Private, visited and examined:—

By whom Visited and Examined.	Description of Institutions.	Government Institutions.		Private(aided) Institutions.		Institutions not aided, but under Inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
Educational Inspector, S. D.	High Schools.	1	110	..	..	..	..
	Middle Class.	12	378	1	17	1	5.
	Lower ditto.	43	644	..	..	4	93
	Female.....	6	46	..	..	1	8
	Normal	1	..	..	..	..	..
	Special.....	..	..	..	..	..	..
	Total..	63	1,178	1	17	6	148
Deputy Educational Inspector, Belgaum S. D.	Middle Class.	6	68	..	..	..	..
	Lower ditto.	70	1,801	..	..	3	188
	Female.....	3	16	..	..	..	..
	Total..	79	1,885	..	..	3	188
Deputy Educational Inspector, Dharwar S. D.	Middle Class.	8	95	..	..	..	..
	Lower ditto.	74	4,035	..	..	1	65
	Female.....	6	171	..	..	..	..
	Total..	88	5,158	..	..	1	65
Deputy Educational Inspector, Kulladghee S. D.	Middle Class.	5	456	..	..	2	279
	Lower ditto.	79	3,916	..	..	2	192
	Female.....	9	210	..	..	1	16
	Total..	93	4,582	..	..	5	487
Deputy Educational Inspector, Canara S. D.	Middle Class.	6	100	..	..	..	..
	Lower ditto.	35	1,811	..	..	..	..
	Female.....	4	100	..	..	..	..
	Total..	45	2,017	..	..	..	..
	Grand Total..	368	14,820	1	17	15	888

Remarks.—Some few schools, not inspected during the year, are being now inspected, or will be inspected during the rains, by the Belgaum Deputy Inspector. Some schools, mostly in North Canara, where there were only 45 schools, have been twice visited during the year. The inspection work done seems on the whole satisfactory. The Belgaum Deputy has entered under "number of scholars examined" those only who were presented for examination according to the Grant-in-aid Standards, omitting the "ankwallas," apparently. I have done the same. The other Deputies enter every boy examined, including "ankwallas."

(*b*) On Instruction, showing number of Schools, Scholars, and Average Daily Attendance in all grades :—

	No. of Colleges or Schools	Average monthly No. on the roll throughout the year.	Average daily attendance.	Ratio of average daily attendance to average monthly No. (per cent.)
I. GOVERNMENT INSTITUTIONS.				
At Higher Class Schools.				
Belgaum Sirdars' High School ...	1	132	103	78
At Middle Class Schools.				
1st and 2nd Grade	30	3,062	2,449	80
At Schools of the Lower Class.				
Vernacular and Primary	266	14,325	13,300	92
At Female Schools.				
5 in Belgaum, 6 in Dharwar, 8 in Kulladghee, and 4 in Canara, Sub-Divisions	23	776	551	71
At Normal Colleges and Schools.				
Belgaum Training School	1	61	49	80
II. PRIVATE AIDED INSTITUTIONS.				
A—*On the system of payment for results.*				
At Middle Class Schools.				
Belgaum Pensioners' School.	1	39	28	71

	No. of Colleges or Schools.	Average monthly No on the roll throughout the year.	Average daily attendance.	Rate of average daily attendance to average monthly No. (per-cent.)
III. PRIVATE INSTITUTIONS UNDER INSPECTION ONLY.				
At Higher Class Schools.				
Kolapoor High School	1	210	194	92
At Middle Class Schools	9	735	625	85
At Lower Class Schools	19	858	734	85
At Female Class Schools	1	30	23	73
At Normal Schools	1	8	8	100

Some of the Southern Marathi States' schools appear here for the first time in my annual report. I have not this year entered them under "Government schools," because they are not yet altogether in my charge. I shall refer to these schools further on.

9. The increase of schools and scholars.

Government Schools only.

	Number of Schools.				Number of Scholars.			
	1866-67.	1867-68.	Increase	Decrease.	1866-67.	1867-68.	Increase.	Decrease.
High Schools	1	1	..	..	122	112	..	10
Middle Class Schools	28	30	4	2	2,921	2,818	366	439
Lower Class Schools	209	266	57	..	12,971	16,270	3,299	..
Female Schools	12	23	11	..	392	774	382	..
Normal Schools	1	1	..	..	49	56	7	..
Special Schools	..	..	..	..	..	..	..	..
Total	251	321	72	2	16,455	20,060	4,054	449

Net Increase ..... Schools 70
Scholars 3,605

Detail of the above.

Collectorate or Sub-Division.	High Schools.								1st Grade Anglo-Vernacular Schools.								2nd Grade Anglo-Vernacular Schools.								Primary Schools.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Belgaum	1	122	1	112	..	..	..	10	..	..	..	..	..	..	..	..	8	1,184	7	838	..	..	1	346	75	4,693	78	5,017	3	414	..	..
Dharwar	..	..	..	..	..	..	..	..	1	130	1	66	..	..	..	64	5	876	9	1,211	4	335	..	..	59	3,950	76	4,898	17	948	..	..
Kulladghee	..	..	..	..	..	..	..	..	1	34	1	40	..	6	..	..	5	501	5	501	..	..	..	..	53	2,869	77	4,531	24	1,662	..	..
Canara	..	..	..	..	..	..	..	..	2	76	1	47	..	..	1	29	6	120	6	145	..	25	..	..	22	1,549	35	1,824	13	275	..	..
Total	1	122	1	112	..	..	..	10	4	240	3	153	..	6	1	93	24	2,681	27	2,695	4	360	1	346	209	12,971	266	16,270	57	3,299	..	..

Net Decr. | Schools 1 | Scholars 87

Net Increase. | Schools .. 3 | Scholars .. 14

Net Increase .. | Schools .... 57 | Scholars 3,299

Detail of the above—continued.

Collectorate or Sub-Division.	Normal Schools.								Special Schools.								Girls' Schools.								Total.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Belgaum	1	49	1	56	..	7	..	..	..	..	..	..	..	..	..	..	..	..	5	193	5	193	..	..	85	5,958	92	6,216	8	614	1	356
Dharwar	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	213	6	216	1	3	..	..	70	5,169	92	6,391	22	1,286	..	64
Kulladghee	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	134	8	234	3	100	..	..	64	3,538	91	5,306	27	1,768	..	..
Canara	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	131	4	131	2	86	..	..	32	1,790	46	2,147	15	386	1	29
Total	1	49	1	56	..	7	..	..	..	..	..	..	..	..	..	..	12	92	23	774	11	382	..	..	251	16,455	321	20,060	72	4,054	2	449

Net Increase .. Schools 70
Scholars .. 3,605

	Number of Schools.				Number of Scholars.			
	1806-07.	1807-08.	Increase.	Decrease.	1806-07.	1807-08.	Increase.	Decrease.
(*b*) *Schools Aided.*								
Belgaum Pensioners' School, Middle Class	1	1	..	..	53	39	..	14
(*c*) *Schools Inspected only.*								
High Schools	..	1	1	..	..	227	227	..
Middle Class Schools	2	9	7	..	121	754	643	10
Lower Class Schools	24	19	2	7	1,254	918	115	451
Female Class Schools	1	1	..	..	23	51	28	..
Normal Schools.	..	1	1	..	..	8	8	..
Special	..	..	..	..	..	..	..	..
Total....	27	31	11	7	1,398	1,958	1,021	461

Net increase of (c)

Schools 4

Scholars 560

Detail of the above (Private Schools under Inspection only) and Aided.

Collectorate or Sub-Division.	High Schools.								1st Grade Anglo-Vernacular Schools.								2nd Grade Anglo-Vernacular Schools.								Primary Schools.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
(*b*) Pensioners' School, Belgaum	..	..	..	..	..	..	..	..	153	139	..	..	..	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(*c*) Kolapoor	..	..	1	227	1	227	..	..	..	..	..	..	..	..	..	..	..	..	7	643	7	643	..	..	19	985	1	551	..	..	7	434
Meeruj	..	..	..	..	..	..	..	..	148	146	..	..	..	2	..	..	..	..	..	..	..	..	..	..	3	155	5	270	2	115	..	..
Moodhole	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	73	1	65	..	..	..	8	2	114	2	97	..	..	..	17
Total	..	..	1	227	1	227	..	..	148	146	..	..	..	2	..	..	1	73	8	708	7	643	..	8	24	1,254	19	918	2	115	7	451
																	Net Increa.		Schools 7 Scholars 635						Net Decrease.		Schools .. 5 Scholars .. 336					

Detail of the above (Private Schools under Inspection only) and Aided—continued.

Collectorate or Sub-division.	Normal Schools.								Special Schools.								Girls' Schools.								Total.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
(*b*) Pensioners' School, Belgaum	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	53	1	39	..	..	..	14
(*c*) Kolapoor	..	..	1	8	1	8	..	..	..	..	..	..	..	..	..	..	1	23	1	51	..	28	..	..	20	1,008	22	1,460	9	906	7	434
Meeruj	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	209	6	316	2	115	..	2
Moodhole	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	187	3	162	..	..	..	25
Total	..	..	1	8	1	8	..	..	..	..	..	..	..	..	..	..	1	23	1	51	..	28	..	..	27	1,398	31	1,958	11	1,021	7	461

Net Increase .... { Schools ..... 4.
Scholars ..... 560.

Remarks on Increase and Decrease of Schools and Scholars.

N.B.—The above table is for Government schools only.

High Schools.—I cannot altogether account for the decrease of 10 pupils in attendance at the only Government High School in this Division: one would expect an increase. Perhaps some Marathi-speaking boys who would otherwise attend the Belgaum High School go to the new 2nd Grade High School at Kolapoor. And as to the bulk of the Canarese people, dwellers of the plains, the Belgaum High School does not attract them, partly because Belgaum is on the border of the Ghaut Country, and in a remote corner of the Canarese districts; partly, perhaps, because it is a Maratha Sirdars' school, and half-filled with their nominees. For the Canarese people of the plains there ought to be a great Central High School at Hoobloe or Dharwar. This is one of the first educational wants of this country. I cannot refrain from mentioning it here, in the hope that the increased English school endowment, so long asked for from Government, will at last be sanctioned, to the great relief of this educationally starved Division.

Middle Class Schools.—(*a*) *1st Grade Anglo-Vernacular Schools.* Net decrease of one school and 87 pupils. The English school at Coompta was closed, because the attendance sank to 15 only, and Government sanction was obtained to transfer the Coompta Government grant to Sirey,—where, however, it has not yet been made use of, for want of a fit master.* Attendance decreased at Dharwar English school, owing to the removal of a large number of boys who could not pass the entrance examination in Vernacular.

(*b*) *2nd Grade Anglo-Vernacular Schools.*—Net increase three schools and 14 pupils. This shows decrease in pupils of schools already existing at the beginning of last year. *All* pupils are reckoned in these returns, including those, the majority, not actually learning English, though attending the 2nd grade Anglo-Vernacular School.

These schools, having been 2nd grade Anglo-Vernacular during the greater part of the year, are entered here under that head; but

* Such men may be found by the score in other Divisions, but not in this; a good Canarese as well as English scholar is a great rarity, and when he is found he will seldom consent to serve in North Canara.

since the operation of the Director's recent order, English teaching is generally stopped in them, as the people will not pay the entrance fee, neither can the boys generally come up to the Director of Public Instruction's recent requirements in this Division, at least as regards numbers attending, and proficiency in their vernacular. The Director of Public Instruction will be addressed separately on this subject.

Primary Schools (Boys')—

Increase of 57 schools and 3,299 pupils. This shows the continued progress, year by year, in primary (Vernacular) schools' extension, by means of the Local Cess, which is perhaps now the principal feature in these annual reports.

Primary Schools (Girls')—

Increase of 11 schools and 38 scholars. Girls' schools are new and strange to the people. They require a good deal of fostering. As far as increasing numbers go, a good beginning has been made.

Normal Schools.—An increase of 7 pupils over last year's number. There are now 56 pupils in the Belgaum Training School, the only institution of the kind in this Division. The pupils are about as many as the funds at disposal admit of. This school has begun to turn out *Canarese* school-masters, which is something,—for, within the last two years, I remember, most of its pupils were Marathi-speaking by birth, Canarese boys not having been formerly, as now, selected as students. (I will here beg leave to urge that this Training School must be put on the same footing as to funds with those at Poona and Ahmedabad before it can be expected to supply at all adequately the want of this Division. It should also, when reorganised, be removed from Belgaum to Hooblee or Dharwar, for the same reasons (stated above) for which the principal High School of this Division should be placed at Hooblee or Dharwar.

10. Results of Instruction in Government and Private Schools in point of quality as shown by numbers passed under different standards :—

(*A*). *Government Schools—Standards for European and Eurasian Schools.*

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																							
			I. Standard.			II. Standard.				III. Standard.						IV. Standard.				V. Standard.				VI. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
										None.																

Standards for Anglo-Vernacular Schools.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																	
			I. Standard.			II. Standard.				III. Standard.				IV. Standard.				V. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
1	High School	110	..	..	..	18	22	11	..	32	12	6	15	20	10	9	34	5	1	3	7
2	Middle Class. 1st Grade Anglo-Vernacular	86	62	6	18	15	4	14	7	16	9	2	2	..	..	..	..	..	..	..	..
25	Middle Class. 2nd Grade Anglo-Vernacular	1,396	126	100	125	29	20	21	12	..	..	..	..	..	..	..	..	..	..	..	..
	Total	1,592	188	106	143	62	46	46	19	48	21	8	17	20	10	9	34	5	1	3	7

Standards for Vernacular Schools.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																	
			I. Standard.			II. Standard.				III. Standard.				IV. Standard.				V. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
262	Boys' Schools	8,488	1,789	1,773	1,740	608	905	510	255	323	365	255	153	10	17	14	7	..	..	..	..
13	Girls' Schools	74	44	42	38	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
275		8,562	1,833	1,815	1,778	608	905	510	255	323	365	255	153	10	17	14	7	..	..	..	..

B. PRIVATE INSTITUTIONS —*Standards for European and Eurasian Schools.*

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																							
			I. Standard.			II. Standard.				III. Standard.						IV. Standard.				V. Standard.				VI. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
1	Belgaum Pensioners' School	17	..	3	1	1	4	4	4	10	10	10	8	..	3	..	..	..	..	..	..	..	..	..	..	..	..

Standards for Anglo-Vernacular Schools.

Number of Schools	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.																					
			I. Standard.			II. Standard.				III. Standard.				IV. Standard.				V. Standard.				VI. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
	Schools Aided .....None	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Schools under Inspection only.																								
	Middle Class.																								
3	Boys' Schools	47	14	6	7	17	...	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Standards for Vernacular Schools.

Number of Schools.	Description of Schools.	Number of Scholars Examined.	Number of Scholars Passed.													
			I. Standard.			II. Standard.			III. Standard.				IV. Standard.			
			1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
..	Schools Aided.....None.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Schools under Inspection only.															
3	Boys' Schools.....	202	80	78	55	54	57	31	38	38	38	18	3	2	2	..
1	Female School.....	6	4	3	3	..	..	..	..	..	..	..	..	..	..	..

Remarks.—A. Government Schools.

1. *High Schools.*—I beg to refer to my separate report on the Belgaum High School for last year, in which I have remarked on the examination results shown in the above returns. These results show the general state of the School as apart from its matriculation class. The number matriculated from the High School last year was 4.

Middle Class Schools.—(*a*) 1st Grade Anglo-Vernacular Schools.

There are only three of these schools, one of which, Carwar, was examined in April last, and is not, therefore, included in this return. The other two, Dharwar and Kulladghee, do, I think, (though neither of them reaches its limits of the 4th Standard) as much as can be expected for their miserable pay. (The Dharwar Head Master gets only Rupees 50 a month from Government, and local cess funds are all required for Primary Vernacular Schools.) At Kulladghee there is absolutely not a pie of Government salary for the master, and the expenses of the school are entirely defrayed by levying a fee of Rupees 2 per boy, which is hard on the people, and keeps the school numbers low. The mention of pay here is not, I hope, irrelevant, as it has so much to do with "results."

The Carwar School does bring boys up to the 4th Standard, and will probably soon become a 2nd grade High School. Its efficiency is creditable to the Head Master, Mr. Trimbuk Narayen Kirtane.

(*b*) 2nd Grade Anglo-Vernacular Schools.—The performance of these schools hardly calls for remarks. As already noted, they have generally become mere Vernacular Schools, under the operation of your recent order about fee, attendance, &c.

3. Vernacular Schools.

In my Report for 1866-67 I said, "No purely Vernacular School, that I know of, brings boys up fully to the 4th Standard (in this Division). As a rule half the boys in the Vernacular Schools are merely "Ankwalas," writing the letters of the alphabet on sand-boards and learning tables by heart, and are below the lowest Vernacular Standard, which requires reading 1st and 2nd Books. Of the other half, or out of 50 per cent., in each school presented for

examination under the first three standards about 30 would pass as follows :—

2 under Standard III.
3 under Standard II.
25 under Standard I.

This year's results are very much in accordance with the above estimate. History and Geography are, however, more generally taught now than before, and the masters are gradually working up to the standards. The 4th Standard has also been reached this year, as will appear from the returns. The present revised standards are very hard for the Vernacular Schools in this Division to come up to. Cultivators and cess-payers have sometimes begged me to order all printed books and maps to be removed from the schools, such knowledge being more than their boys can stand. During some months in most places half the schoolboys or more are obliged to work all days in the fields. The most able and energetic masters ever could not make great progress, according to the new standards, under these circumstances. Girls' School examination returns are this year submitted for the first time. They seem to have acquitted themselves better than the Boys' Schools as far as they go, *i.e.* not yet beyond the first or lowest standard.

B. Private Schools.—Of these there are not enough to furnish matter for remark, and I have not visited Kolapoor and the neighbouring States this year. The Jamkhundee English School passed up to the mark of a good 2nd Grade Anglo-Vernacular School.

11. *School-building operations during the year* 1867-68.

Sub-Division.		Name of Place.	For what number of pupils.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial	Local.	Municipal.	Popular Contribution.	Fees.
1		2	3	4	5	6	7	8	9	10
						Rs. a. p.	Rs. a. p.		Rs. a. p.	
Belgaum Sub-Division		Munolee	150	Commenced	.....	468 12 0	.....	..	468 12 0	..
		Naginhal	75	Ditto	.....	327 6 9	.....	..	327 6 9	..
		Deshnoor	125	Ditto	.....	226 4 0	.....	..	226 4 0	..
		Kanapoor	200	Ditto	.....	280 0 0	.....	..	280 0 0	..
		Hulsee	100	Ditto	.....	150 8 0	.....	..	150 8 0	..
		Shedbal	100	Ditto	.....	295 8 0	.....	..	295 8 0	..
		Kalcoondree	75	Ditto	.....	200 0 0	.....	..	200 0 0	..
		Duddee	100	Ditto	.....	133 2 0	.....	..	133 2 0	..
		Oogar	75	Ditto	.....	294 6 0	.....	..	294 6 0	..
		Moorgode	150	Ditto	.....	218 8 0	.....	..	218 8 0	..
Dharwar Sub-Division	NEW BUILDINGS.	Bettigiree	200	Ditto	.....	400 0 0	600 0 0	..	400 0 0	..
		Hummghee	50	Ditto	.....	100 0 0	200 0 0	..	100 0 0	..
		Tudkode	100	Ditto	.....	100 0 0	300 0 0	..	100 0 0	..
		Oonkul	100	Ditto	.....	448 0 0	104 0 0	..	448 0 0	..
		Dhoondsee	125	Ditto	.....	.....	200 0 0	..	.....	..
		Bamonhallee	100	Carried on	.....	250 0 0	275 0 0	..	250 0 0	..
		Hire Keroor	75	Ditto	.....	200 0 0	200 0 0	..	.....	..
		Abbigiree	75	Ditto	.....	400 0 0	....	..	670 0 0	..
		Iannoor	125	Ditto	Completed.	400 0 0	....	..	800 0 0	..
		Alugwadee	75	Ditto	.....	424 0 0	....	..	424 0 0	..
		Carried over.	..	.....	.....	.....	.....	..	.....	..

Sub-Division.	Name of place.	For what number of pupils.	Commenced or Carried on.	Completed during the year.	Expenditure. Imperial.	Local.	Municipal.	Popular Contribution.	Fees.
1	2	3	4	5	6	7	8	8	9
NEW BUILDINGS.	Kurnuddee ..	50	Carried on ..	.....	325 0 0	....	..	325 0 0	..
	Nurgeond ..	200	Ditto ..	.....	420 0 0	....	..	420 0 0	..
	Jucklee.....	100	Ditto ..	.....	409 0 0	....	..	409 12 6	..
	Kulladghee ..	200	Ditto ..	Completed..	3,077 0 0	2,000 0 0	..	....	..
	Keroor	100	Ditto ..	.....	776 12 0	....	..	776 12 0	..
	Tamba	100	Ditto ..	.....	286 4 0	....	..	286 4 0	..
	Sarwad.....	75	Commenced..	.....	200 0 0	300 0 0	..	200 0 0	..
	Almelha	75	Ditto ..	.....	....	250 0 0	..	....	..
	Dhoolkhed ..	75	Ditto ..	.....	....	400 0 0	..	....	..
	Horetee	75	Ditto ..	.....	....	400 0 0	..	....	..
	Chimalgee ..	75	Ditto ..	.....	107 0 0	....	..	107 0 0	..
	Govenkope ..	75	Ditto ..	.....	280 0 0	....	..	....	..
Canara Sub-Division	Coompta	125	....	Completed.	1,211 0 0	....	..	....	..
Alterations.					13,308 6 9	5,229 0 0	..	8,311 3 3	..
Belgaum Sub-Division	Bagewadee ..	40	....	Completed..	....	100 0 0	..	50 2 4	..
Dharwar Sub-Division	Haveree	200	....	Ditto..	....	100 0 0	..	....	..
Kulladghee Sub-Division	Mungolee ..	75	Commenced..	.....	....	200 0 0	..	....	..
					....	400 0 0	..	50 2 4	..
					13,308 6 9	5,629 0 0	..	8,361 5 7	..

Remarks.—In many cases the sums are insufficient for school-buildings, and further collections or local fund assignments this year are awaited. The Dharwar Deputy has been the most successful in inducing the people to subscribe, and the Canara Deputy the least so. The different character and circumstances of the people in these two zillas help to account for this. Most of the projects are being carried on by the people themselves, with the occasional assistance and superintendence of the Mamlutdars. The Guzerat plans are utterly beyond the resources and circumstances of this Division. Building operations have been retarded by the people's unwillingness to contribute, and by the difficulty in getting gratis timber-grants.

12. LIBRARIES.—*A. Previously existing Returns up to 31st December 1867.*

Names of Places.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7
Belgaum Sub-Division.						
1 Belgaum	575	4	48	36	277 4 0	310 10 6
1 Chikodee	..	..	..	..	.....	....
1 Gokak	59	3	..	51	51 0 0	51 0 0
1 Uthnee	18	13	111	9	101 15 0	86 3 0
1 Sumpgaum	..	2	47	..	108 0 0	72 0 0
1 Beedee	..	..	..	..	.....	....
1 Parasgad	59	3	5	..	34 9 9	77 6 9
Dharwar Sub-Division.						
1 Dharwar	845	12	7	39	108 14 0	165 10 0
1 Nurgoond	30	7	5	18	92 0 0	91 1 0
1 Bettigiree	22	2	..	..	.....	....
Kulladghee Sub-Division.						
1 Beejapoor	91	16	63	..	.....	135 4 0
1 Bagulkote	44	27	15	30	17 4 0	50 0 0
1 Kulladghee	37	80	47	110	533 0 0	433 6 0
Canara Sub-Division.						
1 Carwar	792	227	46	200	600 0 0	600 0 0
1 Honore	76	5	12	20	70 0 0	70 0 0
In Southern Maratha States.						
1 Kolapoor	689	..	28	55	233 7 0	117 5 8

B—*Newly Established.*

Names of Places.	Total Number of Volumes.	Number added during the year	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7
					Rs. a. p.	Rs. a. p.
Belgaum Sub-Division..	..	..	..	..	....	....
Dharwar Sub-division						
Hooblee	74	..	6	..	582 10 6	551 1 6

Remarks.—Most of these are merely newspaper-reading societies, smaller or larger. I am shortly to send you, after inquiry, the names of some that may be worthy of being registered in your office, for Government encouragement and assistance. At Carwar the books are really in request, and they get from England good supplies of the general literature of the day, from time to time. The Kolapoor Library (for the first time now included in this return) I have not yet seen. At Jamkhindee, I may here remark, I saw a reading-room provided with some really good books, besides all sorts of newspapers—an excellent opportunity for the English School boys there.

13. *Spread of English (Government Schools only).*

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1866-67	1867-68		
8	Belgaum	43	234	..	109
10	Dharwar	234	189	..	45
6	Kulladghee	118	111	..	7
7	Canara.....	218	192	..	26
		913	726	..	187

Spread of English in Southern Maratha States' Schools.

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1866-67	1867-68		
1	Meeruj	48	46	..	2
8	Kolapoor	120	327	207	..
1	Moodhole	7	12	5	..
		175	385	212	2

Remarks.—I have remarked in a former paragraph on the decrease of the pupils learning English. The Political districts here show, it will be seen, an increase of 210 English learning pupils over last year, against our decrease of 187. This is owing to the progress of the new High School at Kolapoor, and the conversion of seven of the Kolapoor Vernacular Schools into 2nd Grade Anglo-Vernacular Schools, the reverse process having taken place in my districts, as already stated.

14 *Number studying Classical Languages (in Government Schools only).*

A—*Sanscrit.*

Number of Schools.	Sub-Division.	Number studying		Increase.	Decrease.
		1866-67	1867-68		
1	Belgaum	122	100	..	22
1	Dharwar	23	13	..	10
..	Kulladghee	..	..	..	..
..	Canara	..	..	..	..
		145	113	..	32

In Southern Maratha States' Schools.

Number of Schools.	Sub-Division.	Number studying		Increase.	Decrease.
		1866-67	1867-68		
1	Kolapoor	..	113	113	..
1	Meeruj	48	46	..	2
		48	159	113	2

B—*Latin.*

Number of Schools.	Sub-Division.	Number studying		Increase.	Decrease.
		1866-67	1867-68		
..	.....	..	..	..	..

Remarks.—**A.** In Sanscrit learners also, Kolapoor (*i.e.* the High School) shows an increase against our decrease.

B. I examined some 10 or 12 boys last year at the Belgaum High School, mostly Portuguese, in the rudiments of Latin; but no returns in the above form have reached me.

15. *Employment of educated Natives:—*

First Class certificates granted	9
Second Class certificates granted	49
Certificates granted by the Kolapoor Deputy Inspector and Examining Committee	50

There are but few candidates for the certificates for Government employment, and still fewer succeed in getting them. Messrs. Babajee Luxmun Jadhao and Virbadrayya Madeonlayya Pundit, both formerly Assistant Masters in the Belgaum High School, have been appointed Moonsiffs.

16. *General Remarks on the working of the Grant-in-aid System.*

On the results of Government School examinations under the Grant-in-aid Examination Standards I have remarked above.

One school only, the Pensioners' School at Belgaum, has received grant-in-aid under the rules, on the system of payment by results; and one other school, for girls, under the Roman Catholic Chaplain, Belgaum, has been registered for grant-in-aid in your office. No other schools have applied. But the grant-in-aid system is gradually attracting more and more attention; and the few eligible schools in my Division will probably apply for registration when they think themselves fit for it. The system has not yet touched the "Indigenous" Schools in this Division, but will doubtless reach them in time; and then popular education will assume a new and extended phase.

After more than two years' trial, the standards and payments, as they are at present, seem to me to be very well adapted to meet all the ends in view. The strict examination of our Government Schools by these standards is already producing sound and methodical progress; and their introduction into schools not in British territory is also having the same effect; the payments for results, and the annual inspections, will also by degrees vastly increase the efficiency of private schools by exciting emulation and effort.

I must here point out, but not with a view of asking for any relaxation, that the higher Vernacular standards especially will not, for some time to come, be reached generally by the village schools in this Division.

Under Government order of February 1867, printed in *Government Gazette*, an allowance of Rs. 30 per mensem was granted to one European lad at Belgaum, who passed under the required standard with credit, and is attending the High School. No other grants-in-aid have been made.

17. Table of different castes under instruction :—

(A) *In Government Schools.*

Description of Schools.	Brahmins.	Cultivators.	Other Hindoos.	Mussalman.	Parsees.	Others.	Total.
High Schools	87	5	8	1	..	11	112
Middle Class Schools	1,464	615	565	175	5	24	2,848
Lower Class Schools	4,742	7,393	2,951	1,090	..	93	16,270
Female Class Schools	211	298	183	80	..	2	774
Normal Class Schools	48	..	8	..	..	..	56
Total....	6,553	8,311	3,715	1,346	5	130	20,060

(B) *In Private Schools under inspection.*

Description of Schools.	Brahmins.	Cultivators.	Other Hindoos.	Mussalman.	Parsees.	Others.	Sirdars.	Total.
High Schools	210	..	6	..	..	..	11	227
Middle Class Schools	500	38	205	11	..	..	..	754
Lower Class Schools	380	98	380	60	..	..	..	918
Female Class Schools	23	..	28	..	..	..	..	51
Training Class Schools	8	..	..	..	..	..	..	8
Total....	1,121	136	619	71	..	..	11	1,958

Remarks.—Brahmins form, it will be seen, about one-third of the number of pupils in this Division; and there is a fair proportion of "Cultivators." There is also a greater proportion of Mussalman than I expected,—nearly 1 in 15, or about 7 per cent. The comparative predominance of Brahmins in Table B (Kolapoor and other Southern Maratha State Schools) may be noticed.

18. *Statement of the number of Children of Cess-payers attending 2nd Grade Anglo-Vernacular and Vernacular Schools.—Remarks on the working of the Educational Cess.*

2nd Grade Anglo-Vernacular Schools.....	1,043
Vernacular Schools.....	9,863
	10,906

More than half the total number of pupils in the schools of this Division are here shown to be children of cess-payers, attending the two lower grades of schools.

The working of the local cess has been seen, above, in the increase of primary schools. People still ask for more schools; the Belgaum Deputy reports to the effect that when he is on tour, "people, besides making written petitions, take the trouble of walking 15 or 20 miles to see him, and to plead their village claims for a Government School."* The cess is quite insufficient to meet all the people's demands, even without including school-building requirements; yet they seem to think it ought to do so, and they say they were told, before they agreed to pay it, that it would do so; and many villages, of good size, and fit for schools,—but whose educational cess does not come to more than Rupees 20 a year,—ask nevertheless for schools on the strength of, and in return for, this cess,—which of course is out of the question with the present small Imperial Grant. Yet I have known of a Revenue Officer refusing to authorise a Mamlutdar to collect a subscription which the people agreed to make for a new school-building, on the ground that the people paid the cess, and that was sufficient.

19. *Cost per head of Instruction to Government.*

	Cost per head of Pupils in average daily attendance.
Government Institutions.	Rs. a. p.
(*a*) General .. Colleges	.....
(*a*) General .. High Schools	93 6 1
(*a*) General .. Middle Class Schools	6 12 8
(*a*) General .. Lower Class Schools	1 4 2
(*b*) Special (Training School)	102 11 6
(*c*) Female Schools (all Local Fund Schools)	.....

* *Note.*—This is not inconsistent with a statement above, para. 10 (Vernacular Schools) *ad finem*. *All* ryots do not abjure printed Books and Maps, and *most* would rather have a school with these abstruse adjuncts than none at all.

	Cost per head of Pupils in average daily attendance.
Private Institutions receiving aid from Government.	Rs. a. p.
A. On the system of payment for results :—	
(*a*) General.. Colleges. .. / High Schools..	None.
(*a*) General.. Middle Class Schools	11 15 5
(*a*) General.. Belgaum Pensioners' School .. / Lower Class do.	None.
(*b*) Special..... / (*c*) Female Schools.. None	.....
B. Not on the system of payment for results :—	
(NOTE.—There are no such Institutions in this Division).	
20. *Average monthly rate of fee.*	
(*a*) *In Government Schools of different Grades.*	
High Schools	0 8 5
Middle Class Schools	0 2 6
Lower Class Schools	0 1 11/12
Female Class Schools.. / Normal Class Schools.. No fee	.....
(*b*) *Aided Schools.*	
Middle Class Schools	0 3 2
C.—*Schools inspected only.*	
High Schools	0 7 6
Middle Class Schools	0 1 5
Lower Class Schools	0 1 0
Normal Class Schools.. / Female Class Schools.. No fee	.....

Remarks.—Half the High School boys are free nominees of the Sirdars.

Middle class schools include 2nd Grade Anglo-Vernacular Schools, in which the few boys learning English paid only 4 annas fee, while the majority not learning English paid only the Vernacular School fee of ¼ anna, or 2 annas (for non-cess-payers). Hence the low average rate of fee in middle class schools, as above shown.

21. *Education of Minor Chiefs.*

The education of the Kolapoor Raja, the Meeruj Chief, and others, was noticed in your last year's report. This important subject has the attention of the Political Officers, Colonels Anderson and Oldfield. The Meeruj Chief did pretty fairly in his class at my last High School inspection, but was weak in scholarship, and chiefly in his own Vernacular. The Kolapoor High Schoolmaster teaches, he reports, a class of young Sirdárs, who do not appear to attend school with the other boys. However, I saw at Ramdoorg and Moodhole the young Chiefs of these places. The latter, a boy of 5 or 6 years of age, is being taught by the Moonsiff of Moodhole (who takes a great interest in education); he has begun to learn English, and can read Marathi pretty well. The young Chief of Ramdroog, Colonel Oldfield informs me, is to be sent to Belgaum High School. The Kolapoor Deputy Inspector, in his report to the Political Agent, notices the arrangements made or making for the education of the young Chiefs of Kurundwar, Ichulkuranji, Bowra, Kapsi, and Kagul. Altogether this subject seems to have the attention it deserves. As I have not visited Kolapoor this year, I cannot report further.

22. I add a few remarks on points not treated of above.

A great impetus, I need not say, has been given to education in the Kolapoor and adjoining States by the establishment of a High School (under a Native graduate), and a Deputy Inspectorship during the year. Both the Officers referred to seem to be very well qualified for their posts, and their reports are interesting and satisfactory. They seem to be well supported in their labours by the Political Authorities.

An educational cess is being, or to be, levied in almost all the Political Districts. The Schools in Moodhole State were put under this Department towards the end of the year. (Mr. Ganesh Dhondo, the Moonsiff of Moodhole, deserves thanks for his able co-operation. I am to meet the Political Agent during the rains to confer on school matters in the States. Pending this conference, I have entered these schools in this report as "inspected only," not as Government Schools. The Kolapoor Deputy Inspector reports that "many great Maratha and Brahmin families send their daughters to the Girls' School at Kolapoor," which, as he remarks, is an unprecedented thing.

23. During the year two Schoolmasters were applied for, for the Jails of Dharwar and Kulladghee. The Deputy Inspectors were requested to furnish the Masters. I have received no report of the schools.

24. The Officiating Canarese Translator will have submitted to you his first annual report. He and the Translation Exhibitioner (his Assistant) have been doing useful work, the details of which I will not recapitulate here.

25. *Physical Education.*—I do not yet find in my Division the pallid and overworked students of Presidency Towns. Some gymnastic apparatus is in use, however, at the Belgaum High School, and at the Training School; and, as my District Schools improve in essentials, games and gymnastics can receive their share of attention.

26. The Printing Press proprietors at Belgaum have tried in vain to procure a sufficient supply of Canarese types. They cannot undertake the work you proposed to them, even with Government assistance. I found, by inquiry of the Mysore Government Press, and the Bangalore and Mangalore Mission Presses, and also at Bombay, that the required types in the required quantities are not to be had in India. I have written to London, to the Reverend T. Sanderson, of the Bangalore Mission, who knows how the Bangalore Press was supplied, and I am in hopes of being able ultimately to obtain, through his assistance, from London, the required apparatus for a Canarese Printing Press to be set up at Belgaum or Dharwar.

27. In conclusion, I have to acknowledge with thanks the general co-operation my Department has met with from Government Officers,—besides the Political Officers already mentioned,—more particularly from Messrs. Armstrong, Cameron, Grey, Elphinstone, Worthington, Stokes, Jardine, and Candy, of the Civil Service; Mr. Hearn, District Deputy Collector, Dharwar; and Mr. Ingle, Superintendent of Carwar. I have not been furnished by my Deputies with the names and designations of Native Officers to whom this Department is indebted; but there are several such, and their names can be reported to you hereafter.

I have the honour, &c.,

(Signed) W. A. RUSSELL,
Educational Inspector, Southern Division.

A 4.

REPORT BY J. G. MOORE, ESQUIRE, C. S., EDUCATIONAL INSPECTOR IN SIND, FOR 1867-68.

No. 207 OF 1868-69.

Educational Inspector's Office,
Kurrachee, 30th May 1868.

To the DIRECTOR OF PUBLIC INSTRUCTION,
Bombay.

SIR,—I have the honour to submit my Report on the state and progress of Education in Sind during the year 1867-68, in the form forwarded with your letter No. 3424, dated the 24th February 1868.

2. The subjoined tables exhibit the area and estimated population of the Division under my charge :—

District.	Area in square miles.	Population.
Kurrachee	13,650	340,000
Hydrabad	7,853·50	456,260
Shikarpoor	8,813·24	527,100
Upper Sind Frontier	2,176·74	85,000
Thurr and Parkur	15,000	225,000
Total	47,493·48	1,741,360

Note.—The figures entered in column 2 differ from those given in my letter No. 1125, dated 11th March 1868. The former were received from the Collectors and Political Superintendents, and the latter were taken from the Commissioner's Office.

3. *Changes in the* personnel *of the Department.*—The only changes in the Inspecting staff which require notice, are the appointments of Messrs. Meeah Mahomed, and Alumal Trikumdass, B.A., as Deputy Inspectors; the former having been appointed to the Shikarpoor, and the latter to the Hydrabad Sub-division. Mr. Alumal Trikumdass only joined his appointment on the 21st March 1868. Rao Saheb Narayen Juggonath still retains entire charge of the Kurrachee Sub-division, at the same time superintending the Shikarpoor Sub-division.

4. Mr. Wamon Abaji Modak, B.A., joined his appointment as Head Master, Hydrabad High School, in succession to Mr. Mahadeo Moreshwar Kunte, transferred to Kolapoor.

5. Mr. Chohurmal Koondunmal, B.A., resigned the Head Mastership, Hydrabad Normal School, to take up the appointment of Public Prosecutor in the Shikarpoor Collectorate. He has been succeeded by Mr. Kowramal Chandanmal, Head Master of the Sukkur Normal School, the vacancy thus caused having been filled by Mr. Pribdass Anundram.

6. The actual expenditure increased during the year under report is as follows:—

	From Imperial Fund.	From Local Fund.	Total.
A. *Divisional Expenditure.*	Rs. a. p.	Rs. a. p.	Rs. a. p.
Inspection and subsidiary charges	13,019 9 10	1,200 0 0	14,219 9 10
Instruction, *i. e.* ordinary expenses of Schools	22,379 3 2	44,004 1 10	66,383 5 0
Extraordinary grants	520 14 11	.....	520 14 11
Buildings	1,000 0 0	4,303 1 11	5,303 1 11
B. *General Expenditure.*			
Book Department	3,386 7 5	.....	3,386 7 5
Translation Department	300 0 0	.....	300 0 0
Total Expenditure during 1867-68	40,606 3 4	49,507 2 9	90,113 7 1
Do. during 1866-67	36,165 13 1	41,626 11 2	77,792 8 3
Increase	4,440 6 3	7,880 8 7	12,320 14 10
Decrease	.....	.....	.....

7. Comparing this with the expenditure of 1866-67, there is an increase of Rupees 4,440-6-3 in the Imperial, and Rupees 7,880-8-7 in the Local, Funds. This is chiefly attributable to the fact that the Statements submitted with my Report for 1866-67 were prepared for (11) eleven months only. If, for the sake of comparison, the average expenditure for one month be added to the figures for 1866-67, an increase of Rupees 1,426-9-2 in the Imperial Funds, and Rs. 4,411-10-4 in the Local Funds, is the result. Opening new schools, raising some Vernacular Schools to the rank of 2nd grade Anglo-Vernacular Schools, and adding two Deputy Inspectors to the establishment, have caused this increase.

8. The following tables exhibit the particulars of expenditure from Local Funds :—

(*a*) *Total Expenditure in different Collectorates.*

Collectorates.	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	9,300 6 0	14,168 13 2	4,862 7 2	....
Hydrabad	21,000 0 0	27,447 12 10	5,487 12 10	....
Shikarpoor	10,360 5 2	10,390 9 9	30 4 7	....
Total	41,626 11 2	52,007 3 9	10,380 8 7	....

(b) *Analysis of Expenditure from Local Funds.*

Collectorates.	Sind Scholarship Fund.	School Fee Fund.	Educational Cess or Jagheer Fund.	Educational Deposit or Municipal Fund.	One-Anna or Local Cess Fund.	Contribution for Local Works.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	354 0 0	1,566 11 4	260 12 0	3,047 14 2	8,039 7 8	....	14,168 13 2
Hydrabad	730 13 9	2,870 15 1	602 6 5	31 8 3 1	12,940 0 4	4,084 14 2	24,947 12 10
Shikarpoor	45 0 0	344 2 4	1,164 6 3	6,767 8 2	2,069 9 0	....	10,390 9 9
Total....	1,129 13 9	4,781 12 9	2,027 8 8	14,433 9 5	23,049 9 0	4,084 14 2	49,507 3 9

(c) *Detail of Local (One-Anna) Cess Expenditure.*

Local Cess District Committees.	Inspection.	Higher Class Schools.	Middle Class Schools.	Lower Class Schools.	Engineering Schools.	Training or Normal Schools.	School Building and Repairs.	Scholarships, Books, Furniture, Prizes, &c.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	1,000 0 0	2,073 4 10	3,074 12 11	1,132 12 7	....	....	130 0 0	628 9 4	8,039 7 8
Hydrabad	100 0 0	2,135 0 10	2,083 12 11	2,093 0 0	1,284 0 0	1,263 7 6	1,191 3 0	2,790 0 1	12,940 8 4
Shikarpoor	100 0 0	....	355 13 9	159 0 0	....	528 3 3	113 0 0	813 8 0	2,069 9 0
Total..	1,200 0 0	4,208 5 8	5,514 7 7	3,384 12 7	1,284 0 0	1,791 10 9	1,434 3 0	4,232 1 5	23,049 9 0

(d) Detail of Fee Fund Expenditure.

Sub-Division or Collectorate.	Salaries.	Books and Prizes.	Servants.	Contingencies.	Transferred to Sind Scholarship Fund.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	78 7 4	88 8 0	300 0 0	699 12 0	400 0 0	1,566 11 4
Hydrabad	400 10 10	603 4 0	126 6 3	1,350 10 0	400 0 0	2,870 15 1
Shikarpoor	146 1 4	....	30 0 0	168 1 0	....	344 2 4
Total	625 3 6	681 12 0	456 6 3	2,218 7 0	800 0 0	4,781 12 9

9. Remarks on the Local Cess will be found elsewhere in the Report; it will suffice here to state that the expenditure during the year 1867-68 exceeds that of the previous year by Rs. 5,608-9-4, and that I have been able to meet this excess partly from balances brought forward on 1st April 1867, and partly from the new grant of Rs. 6,000 mentioned in para. 8 of my Report for 1866-67.

10. *Comparative Table of Receipts from Fees under different grades of Schools in each Sub-Division.*

Sub-Division or Collectorate.	1866-67.							1867-68.							Increase.	Decrease.
	High Schools.	Middle Schools.	Lower Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.	High Schools.	Middle Schools.	Lower Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	1,390 15 6	13 10 0	345 9 3	.....	.....	.....	1,750 2 9	631 0 0	616 1 6	283 4 6	.....	.....	.....	1,530 6 0	.....	219 12 9
Hydrabad	938 10 9	80 4 0	510 14 3	.....	.....	.....	1,529 13 0	505 0 0	1,271 8 0	600 13 4	.....	.....	.....	2,377 5 4	847 8 4	.....
Shikarpoor	.....	167 10 9	241 3 9	.....	.....	.....	408 14 6	.....	406 15 0	119 3 0	.....	.....	.....	526 2 0	117 3 0	.....
Total..	2,329 10 3	261 8 9	1,097 11 3	.....	.....	.....	3,688 14 3	1,136 0 0	2,294 8 6	1,003 4 10	.....	.....	.....	4,433 13 4	964 11 10	219 12 9

Net Increase Rs. 744-15-1.

11. From the above table it will be observed that there is a total increase of Rupees 744-15-1 in Fees. Owing to the separation of Anglo-Vernacular schools from the High schools at Kurrachee and Hydrabad, a decrease of Rupees 1,193-10-3 has occurred under "High schools;" but this decrease has been conterbalanced by a corresponding increase under Middle and Lower Class schools. Fees are not levied in the Normal schools nor in the Engineering school. Had it been possible to enforce the Director's Circular Order No. 2506, dated the 4th December 1867, throughout the Province, our Fee Fund would have been still further augmented.

12. *TABLE of Objects of Expenditure.*

On what Account.	From Imperial Fund.	From Local Fund.	Total.
1	2	3	4
GOVERNMENT INSTITUTIONS.	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) General — Colleges	.....	.....	.....
(a) General — High Schools	6,957 5 7	9,428 12 3	16,386 1 10
(a) General — Middle Schools	3,229 13 7	17,469 5 2	20,699 2 9
(a) General — Lower Schools	3,391 14 11	11,439 7 8	14,831 6 7
(b) Special	4,931 9 1	5,666 8 9	10,598 1 10
(c) Female Schools	.....	.....	.....
Total....	18,510 11 2	44,004 1 10	62,514 13 0
PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT.			
A.—*On the system of Payment for Results.*			
(a) General — Colleges	.....	.....	.....
(a) General — High Schools	1,645 0 0	.....	1,645 0 0
(a) General — Middle Schools	1,234 8 0	.....	1,234 8 0
(a) General — Lower Schools	29 0 0	.....	29 0 0
(b) Special	.....	.....	.....
(c) Female Schools	.....	.....	.....
Total....	2,908 8 0	.....	2,908 8 0

TABLE of Objects of Expenditure—continued.

On what Account.	From Imperial Fund.	From Local Fund.	Total
1	2	3	4
B.—*Not on the system of Payment for Results.*	Rs. a. p.	Rs. a. p.	Rs. a. p.
(*a*) General .. Colleges	.....	.....	.....
(*a*) General .. High Schools	.....	.....	.....
(*a*) General .. Middle Schools	960 0 0	.....	960 0 0
(*a*) General .. Lower Schools	.....	.....	.....
(*b*) Special	.....	.....	.....
(*c*) Female Schools	.....	.....	.....
Total....	960 0 0	.....	960 0 0
Book Department	3,386 7 5	.....	3,386 7 5
Translation Department	300 0 0	.....	300 0 0
Buildings	1,000 0 0	4,303 1 11	5,303 1 11
Special allowance to a European boy of the St. Patrick's School	240 0 0	.....	240 0 0
Do. to do. do. Hydrabad High School	280 14 11	.....	280 14 11
Total....	5,207 6 4	4,303 1 11	9,510 8 3
Grand Total....Rs.	27,586 9 6	48,307 3 9	75,893 13 3

13. The result of Expenditure on (*a*) Inspection is shown in the following table, which gives the schools visited and the number of scholars examined by the Inspecting Officers :—

By whom visited and examined.	Name of the Institution.	Government Institutions.		Private (aided) Institutions.		Institutions (not aided) but under Inspection only.	
		Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.	Number of Schools visited.	Number of Scholars examined.
1	2	3	4	5	6	7	8
J. G. Moore, Esq., Educational Inspector in Sind	High Schools.	2	55	1	117	..	..
	Middle Class Schools ..	6	278	2	153	..	..
	Lower Class Schools....	8	..	1	36	..	..
RaoSahebNarayan Juggonath Waidya, Senior Deputy Educational Inspector in Sind	Middle Class Schools ..	3	114	..	..	..	..
	Lower Class Schools....	17	144	..	..	..	..
Mr. Meeah Mahomed, Deputy Educational Inspector Shikarpoor Sub-Division	Middle Class Schools....	4	169	..	..	..	..
	Vernacular Division.						
	Lower Class Schools....	31	681	..	..	..	..
Mr. Alumal Trikumdass, Deputy Educational Inspector Hydrabad Sub-Division	Lower Class Schools....	1	197	..	..	..	..
	Total....	62	1,638	4	306	..	..

14. It will be seen that column 4 has not been filled in as regards Lower Class Schools examined by me. This is accounted for by the fact that I did not examine this grade of schools in a systematic manner, according to the Grant-in-Aid standards. I leave the detailed examination of Vernacular Schools to my Deputies, as my regular duties in the Commissioner's Office are too important to admit of much time being devoted to schools of the Lower Grade. The number of Lower Schools visited by me is very small, but this

number must necessarily fluctuate, as my movements are guided by those of the Commissioner, and if he encamps at or near a place where there is a Vernacular School it is visited by me.

15. Rao Saheb Narayan Juggonath visited 20 schools only, viz., 3 Middle Class and 17 Lower Class schools, being 15 less than the number visited by him during 1866-67. This decrease is explained by the fact that he was appointed an examiner in the Sindhi language at the Matriculation Examination which was held at Bombay in November 1867. This occupied more than a month of the travelling season. On his return he had to remain at head quarters, to be in attendance on the Director of Public Instruction, who visited Sind in January, and on his departure the Rao Saheb, with his permission, proceeded on three months' privilege leave, to which he was entitled, and of which he would have availed himself at an earlier date but for the expected visit of the Director. The schools in the remote districts of Thurr and Parkur came under the Rao Saheb's inspection.

16. Mr. Meeah Mahomed joined his appointment on the 2nd November 1867, and he has therefore done well; he has inspected 31 Vernacular Schools and 4 Anglo-Vernacular Schools (Vernacular portion) in his Division. It has been already mentioned that Mr. Alumal Trikumdass, B.A., joined his appointment on the 21st March 1868; and he consequently could only visit a few schools.

17. The result of Expenditure on (*b*) Instruction is shown in the following table, which gives the number of schools and scholars and the average daily attendance in each grade of schools:—

	Number of Colleges or Schools.	Average monthly number on the Roll throughout the year.	Average daily attendance.	Ratio of average daily allowance to average monthly number.
I. GOVERNMENT INSTITUTIONS.				
At Colleges not affiliated	....	....	....	.....
At Higher Class Schools { Kurrachee	1	37·00	29·70	1 to 1·24
At Higher Class Schools { Hydrabad	1	44·00	38·00	1 to 1·16
At Middle Class Schools { 1st Grade	3	347·75	289·00	1 to 1·20
At Middle Class Schools { 2nd Grade	8	633·00	512·00	1 to 1·23
At Lower Class Schools	41	1,761·00	1,418·00	1 to 1·24
At Female Schools	....	....	....	.....
At Normal Schools { Hydrabad	1	20·50	17·83	1 to 1·14
At Normal Schools { Sukkur	1	11·58	9·20	1 to 1·25
At other Schools for Special Education, viz.—				
Hydrabad Engineering Schools	1	12·09	9·99	1 to 1·22
II. PRIVATE AIDED INSTITUTIONS.				
A. *On the system of payment for results.*				
At Colleges not affiliated	....	....	....	.....
At Higher Class Schools	....	....	....	.....
Saint Patrick's School, Kurrachee	1	138·00	129·00	1 to 1·06
At Middle Class Schools { 1st Grade	2	272·00	261·00	1 to 1·04
At Middle Class Schools { 2nd Grade	....	....	....	.....
At Lower Class Schools	1	36·00	30·00	1 to 1·20
At Female Schools	....	....	....	.....
At Normal Schools	....	....	....	.....
At other Schools for Special Education.	....	....	....	.....
B. *Not on the system of payment for results.*				
At Colleges not affiliated	....	....	....	.....
At Higher Class Schools	....	....	....	.....
At Middle Class Schools, 1st Grade	1	101·50	93·50	1 to 1·08
At Lower Class Schools	....	....	....	.....
At Female Schools	....	....	....	.....
At Normal School	....	....	....	.....
At other Schools for Special Education.	....	....	....	.....
III. PRIVATE INSTITUTIONS UNDER INSPECTION ONLY.				
None	....	....	....	.....
Total	62	3,111·42	2,837·28	1 to 1·09

18. The subjoined table shows the increase and decrease in schools and scholars, both Government and Private:—

	Number of Schools.				Number of Scholars.			
	1866-67.	1867-68.	Increase.	Decrease.	1866-67.	1867-68.	Increase.	Decrease.
I. Government Institutions.								
Colleges	..	..	..	..	..	..	..	..
High Schools	2	2	..	..	70	101	31	..
Middle Class Schools.	9	11	2	..	834	1,026	192	..
Lower Class Schools .	43	41	..	2	1,848	1,865	17	..
Female Schools	..	..	..	..	..	..	..	..
Normal Schools	2	2	..	..	28	38	10	..
Special Schools	1	1	..	..	12	13	1	..
II. Private Institutions.								
A. *On the system of Payment for Results.*								
Colleges	..	..	..	..	..	..	..	..
High Schools	..	1	1	..	..	133	133	..
Middle Class Schools	3	2	..	1	292	340	48	..
Lower Class Schools..	1	1	..	..	47	39	..	8
Female Schools	..	..	..	..	..	..	..	..
Normal Schools	..	..	..	..	..	..	..	..
Special Schools	..	..	..	..	..	..	..	..
B. *Not on the system of Payment for Results.*								
Colleges	..	..	..	..	..	..	..	..
High Schools	..	..	..	..	..	..	..	..
Middle Class Schools.	1	1	..	..	86	117	31	..
Lower Class Schools.	..	..	..	..	..	..	..	..
Female Schools ...	..	..	..	..	..	..	..	..
Normal Schools	..	..	..	..	..	..	..	..
Special Schools	..	..	..	..	..	..	..	..
III. Private Institutions under Inspection only.								
None	..	..	..	..	..	..	..	..
Total	62	62	3	3	3,217	3,672	463	8

19. Details of the above.

Collectorate or Sub-Division.	High Schools.								1st Grade Anglo-Vernacular Schools.								2nd Grade Anglo-Vernacular Schools.								Primary Schools.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
I. Government Institutions.																																
Kurrachee	1	37	1	43	..	6	..	..	..	..	1	83	1	83	..	..	3	241	2	180	..	..	1	55	10	466	9	476	..	10	1	..
Hydrabad	1	33	1	58	..	25	..	..	..	..	1	105	1	105	..	..	3	284	4	241	1	..	..	43	21	1,049	19	1,025	..	..	2	24
Shikarpoor	..	..	..	..	..	..	..	..	1	54	1	69	..	15	..	..	2	255	2	252	..	..	..	3	12	333	13	364	1	31	..	..
Total....	2	70	2	101	..	31	..	..	1	54	3	347	2	293	..	..	8	780	8	679	1	..	1	101	43	1,848	41	1,865	1	41	3	24
II. Private Aided Institutions.																																
On the system of Payment for Results.																																
Kurrachee	..	..	1	133	1	133	..	..	2	168	1	164	..	..	1	4	..	..	..	..	..	..	..	..	1	47	1	39	..	..	..	8
Hydrabad	..	..	..	..	..	..	..	..	1	124	1	176	..	52	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total....	..	..	1	133	1	133	..	..	3	292	2	340	..	52	1	4	..	..	..	..	..	..	..	..	1	47	1	39	..	..	..	8
Not on the system of Payment for Results.																																
Kurrachee	..	..	..	..	..	..	..	..	1	86	1	117	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hydrabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total..	..	..	..	..	..	..	..	..	1	86	1	117	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grand Total..	2	70	3	234	1	164	..	..	5	432	6	804	2	376	1	4	8	780	8	679	1	..	1	101	44	1,895	42	1,904	1	41	3	32

TABLE—*continued.*

COLLECTORATE OR SUB-DIVISION.	NORMAL SCHOOLS.								SPECIAL SCHOOLS.								TOTAL.							
	1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.		1866-67.		1867-68.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
GOVERNMENT INSTITUTIONS.																								
Kurrachee	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	744	18	788	1	00	2	55
Hydrabad	1	17	1	25	..	8	..	..	1	12	1	13	..	1	..	..	27	1,305	27	1,557	3	229	2	67
Shikarpoor	1	11	1	13	..	2	..	..	..	..	..	..	..	..	..	..	16	653	17	698	1	45	..	3
Total..	2	28	2	38	..	10	..	..	1	12	1	13	..	1	..	..	57	2,702	57	3,043	4	376	4	125
PRIVATE AIDED INSTITUTIONS.																								
On the system of Payment for Results.																								
Kurrachee	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	215	3	336	1	133	1	12
Hydrabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	124	1	176	..	52	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	339	4	512	1	185	1	12
Not on the system of Payment for Results.																								
Kurrachee	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	86	1	117	..	31	..	..
Hydrabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shikarpoor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	86	1	117	..	31	..	..
Grand Total..	3	28	2	38	..	10	..	..	1	12	1	13	..	1	..	..	62	3,217	62	3,672	5	592	5	137
																			Net Increase....			457	..	..

20. It will be observed that there is no alteration in the number of schools, whilst there is a total increase of 455 scholars. In Government High Schools the attendance has increased from 70 to 101. The Saint Patrick School having been raised to the grade of High School, under the authority of the Director's letter No. 1547 dated the 6th September 1867, an increase of 1 school and 133 scholars is shown under this head. During the year under report the Kurrachee and Hydrabad Anglo-Vernacular schools have been raised to the rank of 1st Grade Anglo-Vernacular schools, and consequently an increase of 2 schools and 293 scholars is observable under the latter head. The number of 2nd Grade Anglo-Vernacular schools has remained the same as that of last year, the two Vernacular schools noted in the margin having been raised to this grade in the place of the two schools transferred to the higher grade; there is a decrease of 101 scholars in the attendance at those schools, caused by the transfer mentioned above, the schools at Kurrachee and Hydrabad being largely attended. Few changes have taken place under the head of "Primary Schools." The schools at Bheria Powar, in the Shikarpoor Collectorate, and Khetty, in the Kurrachee Collectorate, have been closed, whilst at Kingree and Ruttadehra new schools have been opened. The school at Bheria Powar was closed owing to paucity of attendance, and that at Khetty by the desire of the residents. Since the close of the year 1867-68 I have received 15 applications (through my Deputy Mr. Meeah Mahomed) for the establishment of new schools in the Shikarpoor Collectorate; I have also received one application from the Collector of Kurrachee and two from the Political Superintendent of Thurr and Parkur. An intelligent Zemindar, residing at Daddoo, in the Kurrachee Collectorate, has offered personally to bear half the cost, for ten years, of an Anglo-Vernacular school, if established, in his village,—an offer which very much redounds to his credit. I have done myself the honour of addressing you, in my communication No. 187, dated 20th instant, regarding the subject of funds for the opening of these new schools.

1. Bheria.
2. Alyar ka Tanda.

1. Kurrachee.
2. Hydrabad.

21. Result of instruction in Government and Private Schools in point of quality, as shown by the numbers passed under different heads of several standards:—

A. *Government Institutions.*

Standards for Anglo-Vernacular Schools.	Number of Scholars Examined.	Standard I.			Standard II.				Standard III.					Standard IV.					Standard V.					Standard VI.
Description of Schools.		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.		1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Matriculation.
High Schools.....	55	..	..	..	..	..	..	..	10	29	25	17		8	10	5	8	0	3	4	5	2	2	5
Anglo-Vernacular Schools	300	132	120	118	88	82	90	..	12	12	10	..		1	11	1	8	..	3	10	4	..	..	..
Total..	355	132	120	118	88	82	90	..	22	41	35	17		9	21	6	10	0	6	14	9	2	2	5

Standards for Vernacular Schools.	Number of Scholars Examined.	Standard I.			Standard II.		Standard III.			Standard IV.			
Description of Schools.		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Middle Class Schools of the 2nd Grade (Vernacular Division)	261	67	62	72	37	57	29	39	30	7	12	7	4
Vernacular Schools	1,022	235	193	239	137	189	65	125	98	18	21	24	23
Total..	1,283	302	255	311	174	246	94	164	137	25	33	31	27

B. *Private Institutions.*

Standards for European and Eurasian Schools.	Number of Scholars examined.	1st Standard.		2nd Standard.				3rd Standard.					4th Standard.				5th Standard.				6th Standard.
Description of Schools.		1st Head.	2nd Head.	1st Head.	2nd Head.	3rd Head.	4th Head, Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head, Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
Schools of the Higher Class.																					
Saint Patrick's School, Kurrachee..	117	23	30	34	23	32	13	19	24	22	15	12	5	5	2	..	..	..	..	..	.....

Standards for Anglo-Vernacular Schools.	Number of Scholars examined.	1st Standard.			2nd Standard.				3rd Standard.				4th Standard.				5th Standard.				6th Standard.
Description of Schools.		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
School of the Middle Class.																					
Kurrachee Mission Schools	70	34	24	28	4	5	5	5	2	8	4	..	1	4	1	..	..	1	..	..	.....
Hydrabad Mission Schools	83	30	30	27	27	21	14	3	4	7	4	..	2	6	..	2	2	1	4	1	.....
Total....	153	64	54	55	31	26	19	10	6	15	8	..	3	10	1	2	2	2	4	1	.....

STANDARD FOR VERNACULAR SCHOOLS.	Number of Scholars examined.	STANDARD I.			STANDARD II.		
Description of Schools.		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.
Schools of the Lower Class.							
Kurrachee Marathi and Gujarathi School	36	10	10	10	12	11	3

22. The result in Government schools is satisfactory. In High Schools 55 boys were presented for examinations, and two-thirds were successful in the standard under which they were respectively presented. Five young men passed the Matriculation examination.

23. In Anglo-Vernacular schools, out of three hundred boys presented for examination under the several standards, three-fourths were successful. This shows great improvement.

24. Similar improvement is also observable in Vernacular schools.

25. Three Private schools were examined during the year under the standards laid down in the Grant-in-aid Rules, and the result of the examination in each case was favourable. The system of instruction adopted in these schools is good, and the teachers zealous and painstaking.

26. The subjoined statement exhibits school-building operations during the year.

Description of Building.	Name of Place.	For what No. of Pupils.	Commenced or carried on.	Completed during the year.	EXPENDITURE DURING 1867-68. Imperial.	Local.	Municipal.	Contribution for Local Works.	Jaghir Cess.	Fee.	TOTAL.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Anglo-Vernacular School-house..	Hydrabad ..	200	Commenced	....	600 0 0	....	....	3,572 1 11	..	....	4,172 1 11
Ditto ditto	Oomercote ..	100	Carried on..	Completed	* 400 0 0	....	....	....	..	....	400 0 0
Normal and Engineering School-house	Hydrabad ..	50	Carried on..	Ditto	....	318 3 9	....	12 12 3	..	....	331 0 0
Vernacular School-house.....	Boubuck....	50	Commenced	....	....	....	....	....	..	....	....
Ditto ditto	Aurazee	50	Ditto ..	....	....	....	....	....	..	....	....
Ditto ditto	Kalla	50	Ditto ..	....	....	....	....	150 0 0	..	....	150 0 0
Ditto ditto	Nussurpoor..	50	Ditto ..	....	....	....	....	250 0 0	..	....	250 0 0
			Total Building..		†1,000 0 0	318 3 9	....	3,984 14 2	..	....	5,303 1 11
Repairs.											
High School buildings	....	....	Commenced	Completed	....	236 12 5	280 0 0	....	..	....	516 12 5
Anglo-Vernacular School buildings	....	....	Ditto	Ditto	....	50 0 0	317 9 3	100 0 0	..	1 8 0	469 1 3
Vernacular School buildings	....	....	Ditto	Ditto	....	829 2 10	269 2 0	....	..	....	1,098 4 10
			Total Repairs..		....	1,115 15 3	866 11 3	100 0 0	..	1 8 0	2,084 2 6
			Grand Total ..		1,000 0 0	1,434 3 0	866 11 3	4,084 14 2	..	1 8 0	7,387 4 5

* The Municipality of Oomercote contributed Rs. 400 towards the erection of the school-houses, but as the payment was not made through this Department it is not entered in column 8.

† Besides this amount Rs. 2,500 contributed by Government in 1865-66 were spent in 1867-68.

27. It will be seen that two school-buildings commenced in 1866-67 were completed during the year, and that the erection of five other school-houses was commenced.' The Municipal Commissioners of the several towns entered in column 2 have been liberal in their contributions towards school-buildings; more especially the Commissioners of Hydrabad and Oomercote, whom I have always found ready to respond to any call made by this department for assistance.

28. Rupees 2,084-1-6 were spent in carrying out the ordinary current repairs to the several school-houses in my Division.

29. List of Libraries is given below.

A: *Previously existing.—Return up to 31st December 1867.*

Number.	NAME OF PLACE.	Total Number of Volumes.	No. added during the year.	No. of Members.	Volumes Issued.	Income.	Expenditure.
1	2	3	4	5	6	7	8
						Rs. a. p.	Rs. a. p.
1	Kurrachee General Library and Museum.	7,513	173	162	10,522	4,0 30 1 11	3,549 4 2
2	Kurrachee Native General Library...	Information not received.					
3	Hydrabad do. ..	235	59	17	23	117 8 0	101 9 2
4	Sukkur do. ..	901	..	19	471	174 8 0	154 0 0
5	Jacob's Book Club, Jacobabad	2,690	795	32	2,582	1,176 0 0	1,163 0 0
6	Kotree Mechanics' Institution	445	65	70	800	880 0 0	740 0 0
7	Grierson Institute, Kurrachee	Information not received.					

B. *Newly Established.*

No.	Name.	Total Number of Volumes.	Number added during the year.	No. of Members.	Volumes Issued.	Income.	Expenditure.
1	2	3	4	5	6	7	8
	None.						

30. These statements call for no remarks, but I may here state that I received no reply to letter No. 1073, dated 23rd February 1867, in which I made certain recommendations concerning Grants-in-Aid to certain Libraries.

31. *Spread of English.*—The subjoined table shows the number of youths learning English in the several schools in each collectorate :—

Number of Schools.	Sub-Division.	Number studying English,		Increase.	Decrease.
		1866-67.	1867-68.		
5	Kurrachee	153	175	22	.....
8	Hydrabad	206	338	132	....
3	Shikarpoor	122	133	11	....
16	Total .	481	616	165	....

32. This gives an increase of 135 scholars, and may, I think, be regarded as highly satisfactory. I have already expressed my belief, in para. 22 of my last Report, that there is a growing desire for English education throughout the Province, and I may add that this belief is daily being confirmed. The number of Anglo-Vernacular schools has increased by two during the year, and the elements of the English language are taught in three Vernacular schools in the Province. Other Anglo-Vernacular schools might be established with every prospect of success, but for the want of competent masters and of funds. I am glad to report that the preparatory class for the Anglo-Vernacular school at Hydrabad continues to work well.

33. The statements given below will show the study of classical languages:—

A. *Sanskrit.*

Number of Schools.	Names of Schools.	Number studying.		Increase.	Decrease.
		1866-67.	1867-68.		
1	Kurrachee High School	....	9	9	..
2	Hydrabad ditto	22	....	....	22
	Total	22	9	9	22

B. *Latin.*

Number of Schools.	Names of Schools.	Number studying.		Increase.	Decrease.
		1866-67.	1867-68.		
1	Kurrachee High School	....	9	9	....
2	Hydrabad ditto	4	12	8	....
	Total	4	21	17	....

34. In reference to the above, the Head Master Kurrachee High School reports that in the year 1866-67 no classical language was taught in the school, but that at present the boys of the 3rd class who are preparing for the 4th standard learn either Latin or Sanskrit. The present 3rd class contains 18 scholars, nine learning Latin and nine Sanskrit. The Head Master did not think it advisable to add a classical language to the studies of young men preparing for Standard V., as he considered that they could not reasonably be expected to pass in the language after one year's study. The Head Master Hydrabad High School writes that at the end of the year 1866-67, 4 boys were studying Latin and 22 Sanskrit, and that during the year under report 12 boys in the 3rd class (Standards IV.) were learning Latin, while the study of Sanskrit was discontinued, because (1) boys in the 5th and 6th standards cannot afford time for the study of a classical language; and (2), according to the Revised Rules, boys preparing for Standard III. are not required to study a classical language. The Head Master expresses a wish to revive the study of Sanskrit in the 4th class (Standard III.) in June next, for he writes :—"Although it is not required for their standard examination, it is thus only that they can be expected to make reasonable progress by the time they go up for their matriculation."

35. In the following tabular form I give the number of boys educated in Government schools who have obtained employment either in the Government Service or in departments connected with Government:—

Schools.	Receiving salaries below Rs. 10.	Receiving salaries above Rs. 10 and below Rs. 25.	Receiving salaries above Rs. 25 and below Rs. 50.	Receiving salaries Rs. 50 and above.
High Schools	....	2	4	3
Middle Class Schools	....	3	3	1
Lower Class Schools	8	19	....	....
Special Schools.....	....	1	....	3
Total ...	8	25	7	7 = 47

36. Eight second class and four first class certificates have been granted during the year.

37. The subjoined table shows the number of scholars of different castes :—

Description of Schools.	Brahmins.	Cultivators.	Other Hindoos.	Musulmans.	Parsees.	Others.	Total.
1	2	3	4	5	6	7	8
High Schools	10	..	77	4	9	1	101
Middle Class Schools.....	52	51	706	184	19	14	1,026
Lower Class Schools	57	51	905	789	1	2	1,865
Special Schools	2	..	25	23	..	1	51
Total..	121	102	1,773	1,000	29	18	3,043

38. It will be seen that "Other Hindoos," give the largest percentage—58 26, Brahmins 3·96, Mahomedans 32·86, and cultivators 3·35.

39. This statement contains more columns than that given in the last Report and it speaks for itself. For purposes of comparison, however, I will take columns 2 and 4 together under the general head "Hindoos," and columns 3 and 5 under the general head "Mahomedans" (for cultivators in Sind, as a rule, belong to the latter sect). According to this calculation Hindoos give a percentage of 62·24, and Mahomedans a percentage of 36-21 on the total attendance. This percentage is very similar to that given in my Report for 1866-67, and is accounted for in the same manner.

40. The statement for Private schools is given below. In these also the proportion of Hindoos is much larger than the Mahomedans, but the number entered in column headed "Others" very nearly equals the "Hindoos."

Names of Schools.	Brahmins.	Cultivators.	Other Hindoos.	Mussulmans.	Parsees.	Others.	Total.
1	2	3	4	5	6	7	8
Saint Patrick's School, Kurrachee	..	..	..	..	..	133	133
Indo-British School, Kurrachee	..	..	..	..	..	117	117
Mission School, Kurrachee	..	..	119	27	..	18	164
Mission School, Hydrabad	..	..	169	5	..	2	176
Marathi and Guzerathi School, Kurrachee	7	..	30	2	..	..	89
Total	7	..	318	34	..	270	629

41. *Remarks on the working of the Grant-in-aid system.*—I have little to add to the remarks made in my last report. The Marathi School has been examined under the Rules, and the Indo-European School has been registered for Examination during the current year. The only Private schools of any importance which have not availed themselves of the Rules are the Kurrachee Camp and Town Parsee (Guzerathi) Schools; I hope soon to enrol them.

42. The revised Rules are an immense improvement on the old Rules, which limited the scope of the Examination too much, and omitted many general and useful subjects, such as Geography History, &c.

43. *Remarks on the working of the Local Cess.*—I request reference to the remarks made on this subject in my Report for 1866-67, to which I have only to add that the question was prominently brought to the Director's notice during his recent visit to this Province, and that in his observations on our Educational system, he asked that the usual proportion of one-third of the proceeds of the cess may now be assigned, as elsewhere, for Educational purposes. In a letter, addressed to the Commissioner, I wrote as follows:—"Referring to the subject of the Director's 10th para., I am of opinion that the proposals therein contained, if adopted, will operate very

beneficially in the promotion of education. We shall be able to open schools and to build school-houses wherever they are required, and to secure a better class of Masters by the payment of more liberal salaries. The people, too, will have the satisfaction of seeing that whenever they want a school to be established in their villages, they will merely have to apply to the Collector and obtain their object; for there will be no lack of funds, if the usual proportion of one-third of the proceeds of the Local Cess be assigned, as elsewhere, for Educational purposes. I am not prepared to state, that so large a sum will be required at once, or for some years to come, but we shall have a Fund against which to budget for our annual expenditure, and the unappropriated balance can always be made available, if necessary, for other purposes." I believe that it is in contemplation to appoint committees for the management of Local Funds, and doubtless the interests of this Department will be remembered when the new arrangements come to be considered.

44. Statement of the number of children of cess-payers attending 2nd Grade Anglo-Vernacular and Vernacular Schools :—

Collectorates.	Schools.	No.
Kurrachee	Anglo-Vernacular	6
	Vernacular	37
Hydrabad	Anglo-Vernacular	6
	Vernacular	27
Shikarpoor	Anglo-Vernacular	..
	Vernacular	17
	Total	93

45. The above number includes sons of Jaghirdars, who pay five per cent. of their income to Government, three per cent. of which is expended on Education, and the balance on Roads.

46. Cost per head of instruction to Government is shown below:—

	Cost per head of pupils on average daily attendance.
Government Institutions.	Rs. a. p.
(*a*) *General* .... High Schools.....	103 13 5
(*a*) *General* .... Middle Class Schools.....	4 0 5
(*a*) *General* .... Lower Class Schools	2 6 3
(*b*) *Special*	133 4 6
Private Institutions receiving aid from Government.	
A—*On the system of Payment for Results.*	
(*a*) *General* .... High Schools	12 12 1
(*a*) *General* .... Middle Class Schools.....	4 11 8
(*a*) *General* .... Lower Class Schools	0 14 9
B—*Not on the system of Payment for Results.*	
(*a*) *General*—Middle Class Schools	10 5 2
Total....	7 14 2

47. The cost to Government of instruction per head is very high, more especially when compared with the cost in High Schools in the Central Division, where it was Rs. 45-2-10 during 1866-67; but we labour under numerous disadvantages here. Education is not so advanced, and not so highly appreciated in Sind as in the older provinces, where it is of longer growth. The fathers of the boys in our schools in the Deccan were probably themselves educated at the same school, and they are thus fully sensible, by personal experience, of the advantages of education; we have no such auxiliatory power in Sind, where this grade of school has only lately been established. We may, however, console ourselves with the reflection that the cost per head will decrease yearly as education advances and our schools are better attended.

48. In Middle and Lower Class Schools the cost per head to Government is less than it was in the Central Division during 1866-67, the rate being Rs. 4-9-5 against 4-5-0 in the former, and Rs. 2-6-3 against 3-2-5 in the latter grade of schools. But this is simply attributable to the fact that these classes of schools are mainly supported by Local Funds.

49. In private schools the cost per head fluctuates according to the amount of the grant which they receive.

50. The average monthly rate of fee in Government High Schools, in this Province, is Rs. 1-8-0, and that in the Middle and Lower Class Schools is annas 6 and 2 respectively. Fees are not levied in the schools in Thurr and Parkur Districts, nor in some of the Vernacular Schools in other districts, owing to the poverty of the people whose children attend the schools.

51. In private schools the average monthly rate of fee is Rs. 1-12-0 for High and Middle Class Schools, and annas (8) for Vernacular or Lower Class Schools.

52. *Remarks on the Education of Minor Chiefs.*—The only person of rank who is receiving an English Education in Sind is Meer Abdul Hussain, son of His Highness the late Meer Abbas Ali Khan, and grandson of His Highness Meer Misseerkhan. This young Meer is 17 or 18 years of age. Government have very considerately appropriated the monthly saving of Rs. 100 from the pension of the late Meer Ahmed Hussankhan for the education of his brother, who has the services of a tutor, on a salary of Rupees 100 per mensem, at his disposal. I very much fear, however, that there is little chance of the young Meer making much progress, as he was about 17 years of his age when he commenced English, and I fear that he is not of a studious disposition.

53. *High Schools.*—The attendance in High Schools is steadily increasing, the number of scholars being 101 to 70 in 1866-67. Eight boys (six from Hydrabad, and two from Kurrachee) proceeded to Bombay to present themselves at the Matriculation Examination, held in November 1867; of these, five of the Hydrabad candidates were successful. One has been appointed an Assistant Master in the Kurrachee High School, another is employed in the same capacity in the Hydrabad High School, and the other three joined the Elphinstone College. Two of these have since been compelled by

ill health to return temporarily to Sind, but it is their intention, when they have become convalescent, to rejoin the college. I think I may say, that, all things considered, our High Schools have been working satisfactorily.

54. *Normal Schools.*—These schools were examined by a Committee in the month of March last, and the comparison was in favour of the Sukkur Normal School, which has been very well managed by the Head Master, Mr. Kowramal Chandanmul, who has since been appointed to the charge of the Hydrabad Normal School, where I am sure he will continue his hitherto successful exertions.

55. The result of the Examination was that 15 young men passed the standard qualifying them as Masters, and they will shortly be distributed among the different schools. This addition to the staff of Masters will, I am happy to say, enable me to open some new schools. It is with great difficulty that boys can be found willing to join our Normal Schools, the salaries and prospects of advancement in this Department not being such as to induce them to follow the profession of School Masters. I am inclined to think, considering the attendance at these schools, that one Normal School will suffice for the Province; however this is a subject which should be discussed in a separate communication.

56. *The Engineering School.*—This school is attended by 13 young men, that is one boy in excess of the last year. Lieut. P. Phelps, R. E., Acting Executive Engineer Lower and Central Sind, very kindly under took the Examination of this school in the month of March 1868, but I regret to say that the result of the Examination was unsatisfactory, none of the young men having obtained enough marks for a "pass." Mr. Phelps writes thus of the candidates who were presented for examination in the Upper Subordinate Standard of the Public Works Department:—"They were well up in Arithmetic, Geometry, Heights and Distances, Levelling and Plan Drawing, but failed in Mensuration, Surveying, Principles of simple Framing, and the process of Brick-making and Lime-burning. They should be examined in these subjects again before they are admitted into the Department." However, from the statement of marks obtained by these young men, which I received from the Superintending Engineer, it appears that one boy obtained less than 20 per cent. marks in two subjects, and the other in one subject only,

and that, consequently, they may be considered as having passed in all the other subjects, since Chapter VI. Article 4, of the Public Works Code fixes 20 per cent. as the minimum number of marks in each subject, and 60 per cent. on the aggregate, to pass a candidate for the appointment of Assistant Engineer.

57. *Book Department.*—The following Books were published at the Government Educational Press during the year under report :—

Translation of Morris' History of England, 1st Edition	500
Babnamah, 5th Edition	2,000
Farsee Agaz, 1st Edition	2,000
Elementary Sindhee Grammar, 1st Edition	1,000
Second Reading Book, 2nd Edition	1,000
Third ditto ditto	1,000

58. The Receipts and Disbursements on account of Vernacular Books are shown in the following tabular form :—

Balance on the 1st April 1867.	Number of copies received during the year.	Total.	Value.	Sold during the year.		Struck off during the year.		Issued Gratis during the year.		Transferred to Branch Depôts during the year.		Total.		Balance.	
				Number.	Value.	Number.	Value.	Number.	Value.	Number.	Value.	Number.	Value.	Number.	Value.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
2,6804	11,710	38,514	15,424 11 10	5,481	1,115 0 9	10	5 1[illegible] 0	1,011	357 7 0	7,144	1,581 2 0	13,646	3,059 6 9	24,868	12,365 5 1
									0						

59. This result is extremely satisfactory, as it proves with more force than words, that education is doing its work in this Province. This branch of the Department is well managed by the Senior-Deputy Educational Inspector, but the establishment requires to be strengthened.

60. *Female Education.*—I would beg reference to the remarks in my report for 1866-67 under this head, to which I have little to add. The officers of this Department have availed themselves of every opportunity of conversing on the subject, with natives of all classes, and of persuading them to educate their Females; the question has also been discussed and ventilated in several articles published in the "Sindh Sudhar." Mr. Meeah Mahomed, Deputy Educational Inspector in Upper Sind, has especially turned his attention to the subject. Some of the richer and more intelligent Mahomedans and Hindoos have their female children taught to read the "Koran" or the "Grunth," but there is no regular or systematic attempt made, nor any desire evinced, to educate girls either privately or in schools. I have determined to make an attempt at enlarging the field of study pursued in private houses, by presenting the girls with the class books used in our schools. This may have the effect of enlarging their minds and stimulating reflection and thought, and possibly of creating a desire for knowledge. At all events it can do no harm, and it may remove some of the difficulties which at present surround the object which we have at heart.

61. In bringing this report to a conclusion, I must place on record my appreciation of the assistance which I have invariably received from members of the Educational staff, and from all officers belonging to other Departments with whom I have had any communication.

I have the honour to be,

Sir,

Your most obedient Servant,

J. G. MOORE,

Educational Inspector in Sind.

APPENDIX B.

REPORTS OF GOVERNMENT COLLEGES.

1. Report of Elphinstone College for 1867-68.
2. Report of Deccan College for 1867-68.
3. Report of Grant Medical College for 1867-68.
4. Report of Poona Civil Engineering College for 1867-68.

1. REPORT OF ELPHINSTONE COLLEGE FOR 1867-68.

College staff.

The number of Professors is the same as it was last year. There is one Professor of Philosophy, one of English, one of Mathematics, one of Sanskrit, and one of Chemistry—this last Professor owing to the College a quarter only of the lectures due from the first four.

No answer having being received as yet to an application for assistance sent in last January, we have no immediate prospect of obtaining Professors to guide the undergraduates in the important subjects of History and Political Economy, and to be responsible for Latin, the classical language of more than sixty undergraduates in College. Compared with the number of those instructed and the difficulties of the subjects taught, the Professorial power of the College is obviously most inadequate.

An additional Dakshina Fellow, Mr. Sitaram Vishvanath Patvardhan, B.A., was appointed in December last to assist the Professors of Mathematics. Consequently there are now six Fellows

working under the Professors, and giving each six hours a week to College work, while they study also for the Final Schools or for Law Examinations. These Fellows are fully occupied, assisting two in English subjects, two in mathematics, and one in each of the two classical languages most popular in College.

A second Shastri, Mr. Bhimacharya Jalihalikar, was granted in March last to the Sanskrit Professor, to give instruction in Hindu Philosophy. Dr. Bühler will now be properly assisted in teaching the large number (60) of Sanskrit Scholars in College.

A reader in Arabic, Mr. Abdool Fattah Moolvee, was appointed in March last. This appointment will be a great boon to Mussalman and undergraduates from Sind, and ought to attract more of such students to the College.

Several other changes have occurred during the year under report.

The Professor of Mathematics was absent on six months' leave to Europe, from the 15th of April to the 15th of October 1867. Mr. Candy's arduous duties were discharged during that time by Mr. Draper, Assistant Inspector in the Central Division. Professor Hughlings also obtained one year's sick leave to Europe from the 1st of February last. The service of Mr. Hughlings extends over more than eleven years, and he has largely contributed to any success obtained by the Elphinstone College. Mr. Mahadev Govind Ranade, M.A., appointed to act for Mr. Hughlings, was not able to join the College till the 11th of March last. Such changes and interruptions, though unavoidable, have necessarily, under present circumstances, interfered with the work of the place.

Of the Fellows, Mr. Jamshedji Jivanji Gazdar, M.A., is the only one who has left us during the year. Mr. Gazdar resigned in December with the intention of proceeding to England and being called to the bar. Mr. Ambalal Sakharlal Desai, who obtained a first class in the late Examination for the B.A. Degree, was appointed to the vacant Fellowship.

Number on the rolls.

2. An increase is shown in the number of graduates and undergraduates attending College. A similar increase may be expected next year. Last year more than forty, and this year

more than seventy, undergraduates joined the College. The following table gives the numbers for this and the two preceding years :—

Years.	Average Daily Attendance.	Number on the Rolls at the end of the year.	Highest number at any time on the Rolls.
1867-68	109	153	167
1866-67	84	106	128
1865-66	79	98	100

The average daily attendance must be compared with the average monthly number on the rolls, which this year is 130. The average daily attendance since the first of January last has been 138.

Classification of races and castes.

3. Of the 153 present Members of the College, 94 are Hindus (76 Marathas and 18 Gujarathis), 54 are Parsees, five are Mussalmans (two from Sind), and one is a Native Christian.

The castes of the Hindus are given in the following table :—

Brahmins.	Gond or Shenvi Brahmins.	Kshatriyas.	Khatri.	Prabhus.	Kayasthas.	Banias.	Sonars.	Kunbi.	Total.
40	9	3	1	18	2	18	2	1	91

Fees.

4. The amount of fees collected is still small, but an advance on that of the previous year, being Rs. 3,520 against Rs. 1,980. There are now forty-five paying students, against 23 in June 1867 and 10 in June 1866. It is probable that the amount collected next year will reach Rs. 6,000, and that each year will show a further increase. But it will be some time before any considerable sum is realised by

fees. Most of our students come as yet from the ranks of clerks and employés, whether Brahmins or Parsees.

The following table gives the results of an attempt made to get information as to the position of the parents of the students :—

Social condition of Parents.

Land owners and persons of independent income.	Professional men.	Merchants.	Government employés and Pensioners.	Merchants' employés.	Petty traders and Shopkeepers, &c.	Others.	Total.
9	8	25	52	22	23	14	153

These figures are not to be received as absolutely true. The term "merchant, for instance, is a very large and indefinite one in Bombay, and many students no doubt wrongly put themselves down under this head. From the list, however, as it stands, it is sufficiently plain that the wealthy here do not, as a class, care for high education. This is a fact which has much more than a financial significance. The fact will remain as it is for some years. The rich will be able to afford their ignorance until they feel pressure from below.

University success.

5. The College was fairly successful in the late University Examinations. In the final examination for the M.A. Degree, four out of five passed. Of these, three passed in History and Philosophy, and one in English and Latin. The fifth failed in History and Philosophy, as did also a former member of the College who had not been in attendance during the previous year. In the B.A. Examination 15 out of 18 passed, three taking honours in the First Division. Besides these, three out of eight former members of the College passed. For the First Examination in Arts 12 only out of 28 passed. Of former members of the College, one out of six passed. This class for the F. E. A. was the weakest and roughest that I have yet seen, and did as well as

was expected. Professor Hughlings reported unfavourably on the class as early as April 1866.*

The Homejee Cursetjee Prize for an English Poem on "The Solar System" was obtained by Barjorji Edalji Modi, Scholar of Elphinstone College.

6. The Lectures of the Professors have this year been, as usual, determined by the requirements of the University. A few points, however, call for special remark :—

(1). Dr. Lyon, the Professor of Chemistry, seeing that the distance from Elphinstone College to the Grant Medical College was too great for our undergraduates to be able to attend his Lectures, has this last term lectured in College. His class has consequently risen in number from 5 to 23. Next term the Chemistry class will, I hope, be still larger. It appears to me that no part of the College course is more valuable than the lectures on Chemistry. A knowledge of chemistry is of first-rate importance to all University students, for other reasons, and because it supplies life and reality to principles of which they read, and gives a notion of the methods of special sciences. But in the education of Indian students, always so impractical and so ready to ignore the outside world, Chemistry is a most important, and should, perhaps, be made a necessary, subject.

(2). The appointment of a reader in Arabic is most satisfactory. During the few days of the term which remained after Mr. Moolvei's arrival, a class of eleven students was organized.

(3). Since the departure of Professor Hughlings, the care of the Latin classes has devolved upon Dr. Bühler and myself, assisted by one of the Dakshina Fellows. My warmest thanks are due to Dr. Bühler for the help which he has thus given. It would otherwise have been impossible to do even the little that has been done for those who study Latin. The urgent need of a Latin Professor has been noticed above; and the impossibility of doing justice to a subject

* *Vide* Report of Director Public Instruction in the Bombay Presidency 1865-66, page 99, para. 17.

taught only in spare hours has been frequently pressed in previous reports and official communications. At the same time, I would beg to remind you again that special subjects must necessarily suffer, while the teaching staff of the College remains inadequate as it is now. Not only is the Latin done at best in a "perfunctory" manner, but time is taken up which might, with a proper division of labour, be devoted by the Professor to a more full and complete treatment of his particular subject. The present system is doubly bad.

(4). Generally, with regard to both Sanscrit and Latin, I would point out that the difficulties of the teachers necessarily increase in this time of transition. Some of the High Schools pass candidates for matriculation in Sanscrit or Latin; others do not. Consequently we get each year a mixed class of Freshmen, some few knowing the rudiments, or more than the rudiments, of a classical language, while the rest are totally ignorant of them. Underhanded as we are, we have to sacrifice the few to the many, and club all together; the lecture being then laborious in the extreme to the teacher, and tiresome to the few among the taught. This evil will be felt until the High Schools are able to give every boy who is a candidate for matriculation the very elementary knowledge of a classical language at present required.

The Library, Drawing, and College Amusements.

7. The Library has received many valuable additions during the year, and is greatly used by all the members of the College.

The Drawing Classes have been lately inspected by Mr. Terry, of the School of Art. The report was not satisfactory, but an attempt will be made next term to re-organize the classes. Drawing does not properly enter into College courses. But, under present circumstances, it is hardly possible to give up any thing that is practical or humanizing. Our Freshmen often show themselves so ignorant of perspective, and so devoid of ideas of form and figure, that even pictures and photographs are not understood or not appreciated by them. A new Master, under the supervision of Mr. Terry, will, I hope, be successful in creating some interest in the art among the Freshmen; and those who show any talent for drawing will, after

their first year, be enabled to continue their practice in the College, or in the studio of Mr. Griffiths, also of the School of Art. Mr. Griffiths has had several members of the College under his care during the past year. At one time his class numbered 12.

The gymnasium still continues popular. It is very desirable that some building for gymnastics should be provided in the new College, now being rapidly pushed on to completion. The Parsees are fond of the exercise, while the Hindus greatly need some physical training.

The popularity of the Shakespeare Society is on the increase, if the number of members be a criterion. The Play acted this year was "The Two Gentlemen of Verona."

8. I cannot end this report without thanking Dr. Dhirajaṛam Dulpatram for his kindness in giving advice to any of our undergraduates who need medical aid.

My best thanks are also due to all my colleagues for their co-operation in a somewhat laborious year.

(Signed) K. M. CHATFIELD,
Principal.

2.—REPORT OF DECCAN COLLEGE FOR 1867-68.

1. *Changes in the College Staff.*—The Principal obtained leave of absence for six months, from February 14th; on his departure I assumed charge as Acting Principal. Mr. W. H. Crowe, C.S., was appointed an Acting Professor, and joined the College on the 7th of March. Mr. Shankar Pandurang Pundit was re-appointed Senior Dakshina Fellow on the 1st of January, and at the same time Mr. Abaji Vishnu Kathvate succeeded Mr. Ganpat Amrit Mánkar as a Junior Dakshina Fellow.

2. *Number of Students on the Rolls.*—There are 52 undergraduates now receiving instruction in the College. This number is small, but not less than we might fairly expect as our share of the total number of University students in the Presidency. With very few exceptions, the students of this College come from only two schools,—Poona High School and Belgaum High School; the latter having as yet contributed only seven during the last three years. Pupils from schools in Bombay and the Konkan are generally averse to a change into the Deccan climate, and the greater facility of communication will always incline boys from Ahmedabad and Surat to prefer a College in Bombay to one at Poona. To this may be added that the parents of pupils in the Deccan Schools are generally persons of small means, often unable to afford their sons a University education, and on the other side that the Law School in Bombay has an attraction for many students to which Poona can offer no equivalent. But whether I assign more than their just weight to these considerations or not for the present, it is rather a matter for congratulation than regret that our numbers are not larger, as we have already quite as many students as can be accommodated in the College, if all are resident, as will be the case (I believe) next term.

3. *University Examinations.*—26 candidates for F. E. A., described as coming from this College, were examined; of them, 8 passed. The courtesy of the University Registrar enables me to show in a table annexed to this report, the subjects in which the rejected candidates failed. Five of these candidates had not been attending College Lectures for several months before the examination.

Nine of our students were examined for the degree of B.A. Seven were successful; of the two who failed, one was so unfortunate

as to fail by one mark and a quarter in one subject (Political Economy); the other displayed a hopeless incapacity for Mathematics, but did well in all the language papers. From this College two candidates for the M.A. Degree presented themselves at the examination: both were successful, Mr. Gungadhur Anunt Bhut being placed in the first class in Mathematics, and Mr. Ganput Amrutrow Maukur passing in History and Philosophy. The Bhagwandass Purshotumdass Sanskrit Scholarship for 1868 was awarded to Mr. Abaji Vishnu Khatevate. This University distinction has been gained by a student of this College every year since the Scholarship was founded—a fact reflecting great credit on the Professor of Sanskrit and his Assistant Teachers.

4. *Change to the new Building.*—The new building, of which the foundation stone was laid in October 1864 by H. E. Sir Bartle Frere, was completed in January last, and lectures were delivered in it for the first time on the 23rd of March. At this time two innovations were introduced,—the residence of students in the College, and the practice of wearing academic costume. The question of making residence compulsory was discussed in common room, but we decided against it, and we have reason to believe that before the end of next term almost every student will voluntarily reside in College. At first only 23 students were bold enough to break through their constitutional dislike to any social change, but already six more have followed their example; and the practical convenience of living in College is becoming daily more apparent to the men who have hitherto been non-resident. The advantages of having a building specially designed for our purpose, instead of a dilapidated barn, are so obvious, that I need only say that we find them even greater than we had anticipated; but I cannot conclude this portion of my report without remarking that the authorities of the Public Works Department have so strictly limited their conception of their duty to the College itself and its subsidiary buildings that they have left all the precincts like a stone-mason's yard, without an attempt to clear the grounds in any way, without any fence or boundary marks, and without any kind of path connecting the College with the public road passing through our grounds. I trust that before the rains a proper carriage road may be constructed, and some attempt made to reduce the chaos of stones, lime pits, and other Public Works Department's miscellanies, to some appearance of order. In the course of the vacation and

next term I hope to set up a gymnasium, and construct a platform for bathing for the students without entailing any extra expense on Government. On this matter a separate communication shall be made to you ; and I only introduce it here because the students have already expressed a great desire to have some provision made for athletic sports, and to enable me to draw your attention to the obligation which this College is under to Lieutenant Hunter, Adjutant of Her Majesty's 24th N. I.; who has allowed four of our students the use of his gymnasium, and gives them the benefit of his personal instruction and assistance in a regular course of military gymnastics.

5. Reports by the Professors and Fellows are sent herewith, which show the books read and lectures given during the past year, with the exception of those given by the Principal, who left India before the close of the official year, and did not leave any record of his work. Mr. Shankar Pandurang Pandit and Mr. Abaji Vishnu Kathvate in their reports advert, in terms fully warranted by facts, to a complaint which has for some years been found in reports both from this and from Elphinstone College. Every year we are crippled by having a whole class to deal with who require to be taught either Sanskrit or Latin, but who bring absolutely no knowledge of either language to the College. If only a small portion of some prescribed grammer of one classical language were required by the University from candidates for Matriculation, the College teachers would be saved much of the work which now occupies their time and diverts their energies from more important subjects.

As it is only by the accident of Mr. Wordsworth's absence that I am called on to furnish this report, any remarks on my colleagues would be out of place; but I am only expressing what I have reason to know the Principal desired should be inserted in this Report when I record the very great service which Professor Kero Lakshman Chattre has rendered in the course of the arrangements—many of them connected with the social habits of our students—which have been entailed by our removal into the new College. Of the manner in which he and we his colleagues have discharged our special duties as teachers, the University Examinations are sufficient, and I hope on the whole satisfactory evidences.

(Signed) R. G. OXENHAM,
Acting Principal of the Deccan College.

Poona College, 21*st April* 1868.

3.—REPORT OF GRANT MEDICAL COLLEGE FOR THE YEAR 1867-68.

Session.—In this College it has been the custom hitherto to divide the yearly session into two terms,—the first term extending from January 2nd to April 15th, the second from 16th of June to the end of November; but this year, in consequence of five new Professorships, viz., Pathology, Physiology, Comparative Anatomy, Hygiene, and Dental Surgery, being granted by G. O. G. I. No. 370, dated 4th April 1867, it became necessary to change the terms.

Formerly, the longer courses of Lectures on Medicine, Surgery, Anatomy, and Chemistry, extended through the whole session, and with this system it was utterly impossible to arrange for the new courses of lectures; and I took upon myself to settle for the future that the College year should commence on the 1st November, and that it should be divided into two terms, viz., Winter and Summer,—the 1st, or Winter term, to commence on the 1st November, and to terminate on the 30th April; the 2nd, or Summer term, to commence on the 16th June, and terminate on 15th September.

The course of Lectures in the Winter Term.

Junior Students.

Anatomy.
Chemistry.
Physiology.

Senior Students.

Medicine.
Surgery.
Pathology.

The course of Lectures in the Summer Term.

Junior Students.

Materia Medica.
Comparative Anatomy.
Botany.
Practical Chemistry.

Senior Students.

Midwifery.
Medical Jurisprudence.
Ophthalmic Medicine and Surgery.
Dental Surgery.
Hygiene.

The Number of Students.—The following students received instruction during the passed session:—

1. An English class of 20 students.
2. A class of 23 student apprentices.
3. A Vernacular class of 35 students.

Thus making a total of 78 pupils who have been under instruction.

University Examination for Degree of Licentiate of Medicine.—On the 2nd of December four students went up for the second degree, and five for the 1st degree, of the Licentiate of Medicine in the University. Out of the first four, three were passed; viz., Abdul Rahim Hakim, J. F. Gonsalves, in the first division, and Girdhurlal Rattonlal Daphtaree in the second division. I regret to say that none of the five students for the first degree of L.M. have passed.

Final Examination of Student Apprentices.—Four student apprentices who had completed the prescribed course of study required to pass, presented themselves for Final Examination for the grade of Assistant Apothecary. Of these, three were found qualified, viz.:—

J. Prem.
A. Hanson.
W. Haire.

Final Examination of the Students of the Vernacular Class.—Six students of the Vernacular class presented themselves for examination, and the five following were found qualified:—

Krishnaji Dadaji Kelkar.
Amruta Tatia Tathe.
Kallappa Narsu Naydu.
Daji Dhondeva Joshi.
Rangappa Jagonnath Naydu.

Examination of the Sub-Assistant Surgeon for the higher grade.—In the month of April, Mr. Dossabhoy Pestonjee, Sub-Assistant Surgeon of the 3rd class, presented himself for examination, in accordance with Rule XVII., relative to Sub-Assistant Surgeons. He was successful in obtaining his promotion to the 2nd Class.

Changes in the Staff of the College.—In the month of March 1866, the failing health of Surgeon W. G. Hunter, the Principal and Professor of Ophthalmic Medicine and Surgery, necessitated

return to Europe for a brief period. On his departure I was appointed Acting Principal, and J. H. Sylvester, Esq., succeeded to the chair of Acting Professor of Ophthalmic Medicine and Surgery. In the month of February, Dr. Birdwood, Professor of Botany, proceeded to Europe on duty in connection with the Paris Exhibition, and anticipated returning to his duties in the month of August and finishing his course of lectures before the close of the session; but as he obtained an extension of leave, Assistant Surgeon W. Gray was appointed Acting Professor of Botany. In the month of September, Surgeon A. M. Rogers, Professor of Medical Jurisprudence and Practical Toxicology, proceeded to Europe on sick leave, and the course of lectures on Medical Jurisprudence was left unfinished. To get that course completed before the end of the session, Assistant Surgeon I. B. Lyon was temporarily nominated by me, with the sanction of the Director of Public Instruction, to act as Professor of Medical Jurisprudence and Practical Toxicology.

In the month of April, in accordance with the terms of G. O. G. I. No. 370, dated 4th April, 5 new Chairs of Instruction were created in the College. The subjects of Anatomy and Physiology have been disassociated, and the latter course has been entrusted to Mr. Sylvester; and new Professorships of Pathology, Comparative Anatomy, Hygiene, and Dental Surgery, have been constituted, and assigned as follows:—

Pathology to Dr. Dymock.
Comparative Anatomy to Dr. Mackenzie, and
Hygiene to Dr. Eccles.

The Professorship of Dental Surgery has not been filled up.

REPORT OF THE PROFESSOR OF ANATOMY.

1. During the past session the full number of lectures were delivered, and examinations were held weekly. In the dissecting room the various parts of the body were repeatedly demonstrated. The class consisted of thirteen students and fifteen student apprentices.

2. I have every reason to be satisfied with the progress made by the senior student apprentices, but I regret that I cannot say the same on behalf of the junior students, since they have altogether failed to display that knowledge of Anatomy I had reason to

hope for. This failure cannot be due to any want of opportunities for the study of Practical Anatomy; in fact, I have never seen more abundant opportunities, there being always an unlimited supply of subjects for the purpose; neither can it be due to want of application on the part of the class, since their conduct and attention throughout the session has been most exemplary. I am inclined to attribute this failure to a deficiency in previous mental training: their knowledge of English is not so perfect as it ought to be, their intellects have not been sufficiently cultivated and expanded, nor their reasoning powers properly exercised. This is evident from their obvious inability to comprehend or form a due appreciation of the ordinary truths of Medical science, and also by a want of method in prosecuting their private studies.

3. Several interesting pathological specimens have been added to the collection in the Museum during the past year.

REPORT OF THE PROFESSOR OF CHEMISTRY.

1. During the past year the course of lectures on Theoretical Chemistry was attended by 16 students and 13 student apprentices; and the class met 125 times. In addition, a special tutorial class for senior students only met once a week during the last 4 months of the session. The class of Practical Chemistry was attended by 11 students, and met 30 times during the session.

2 The superintendence of the class of Practical Toxicology—one of the duties of the Professor of Medical Jurisprudence—was this year, as well as last year, undertaken gratuitously by me at the request of the Principal of the College. It met 14 times, and was attended by 4 students.

3. On the 27th of September 1867, Dr. Rogers, the Professor of Medical Jurisprudence, was obliged, in consequence of severe illness, to discontinue lecturing, and at Dr. Stedman's request I finished the course, also gratuitously.

4. The attention of the students and student apprentices on the foregoing classes were regular, and their conduct satisfactory, but the progress made by the men was very uneven—some rapidly appreciating the various facts explained and phenomena shown to them; whilst others, either from natural dullness or deficient knowledge of English, seemed totally unable to master the simplest

truths of natural science. I am induced to think that the former of these causes, rather than the latter, is the one to which the failure of some of these men to acquire a knowledge of Chemistry must be attributed: and I am led to this belief by my experience of those attending the course of instruction in analyses, which forms part of the Practical Chemistry class. In this course I have peculiar opportunity of gauging, as it were, the mental calibre of the men. I find that nearly every one attending this class can remember certain facts when they have once been brought prominently before them; but some, whilst remembering these facts, seem to be completely at a loss how to apply them to the solution of the problem required; whilst others apply them and solve the problem with almost startling rapidity. In fact, it appears to me that some of the men who enter the College show such ability to appreciate scientific facts, that no teacher could desire better material to work upon; whilst others, although perhaps industrious lads, willing to profit by the education placed at their disposal, and able to profit by it up to a certain point, viz., up to the close of their schoolboy career (the passing of the matriculation examination), are unable to proceed further, and to profit by that higher education which they commence on their entry into the College.

5. All this, to my mind, shows that some special test, directed chiefly to the capacity of the men for acquiring scientific knowledge, is necessary in addition to matriculation, the only test now required previous to entry into the Grant College.

6. I cannot conclude my report without alluding to the great improvement recently effected in the arrangement of the College session, which particularly affects my classes, improving them by rendering the courses of instruction more continuous, whilst, at the same time, by lessening the number of subjects simultaneously studied by the men, it enables them to devote more and undivided attention to each.

REPORT OF THE PROFESSOR OF MATERIA MEDICA.

1. The course of Materia Medica and Therapeutics, with examinations, was conducted with regularity during the first term. After the vacation, Dr. Davey having been in the mean time appointed Professor of Materia Medica, I ceased lecturing until requested to

continue the course by the Principal of the College: this I did, but it was then so late in the term that I found it necessary to lecture on examination days in order to complete the course.

2. The attendance of the class, with a few exceptions, was regular. Several of the student apprentices answered very creditably at the examinations. The answering of the senior students was bad. This I believe to have been in a great measure owing to their imperfect acquaintance with the English language.

REPORT OF THE PROFESSOR OF BOTANY.

The usual number of lectures on Botany were delivered during the past session, and examinations were held weekly, owing to the non-completion of the course by Dr Birdwood at his departure for Europe, he having delivered only seven lectures. I received charge of the class, and completed the course of forty lectures. The class was attended by ten students, and their conduct and attention were most satisfactory.

REPORT OF THE PROFESSOR OF PHYSIOLOGY.

The first part of the course of lectures on Physiology in the session 1867 was delivered in seventeen lectures by Dr. Gray. These seventeen lectures comprised the subjects of Circulation, Respiration, and Animal Heat. The Government, in re-organising the system of Medical Education and appointments, having entrusted the Physiological course to me, I commenced to lecture on the 19th of June, and delivered lectures as follows to complete the course:—

In June	4
„ July	15
„ August	15
„ September	14
„ October	13
Total	61

adding Dr. Gray's 17, a total of 78 lectures were given. The major part given by me were arranged as follows:—

1 Introductory.
1 on the Proximate Principles.
1 on Tissues, Molecular Motion, &c.,
9 on Locomotion, comprising the microscopic structure of bones, muscles, ligaments, &c., &c., with their functions.

7 on Digestion.
1 on Absorption.
6 on Secretion, the Ductless Glands, &c.
1 on Nervous System.
1 on Vis Nervosa.
4 on the Brain.
3 on the Spinal Cord.
3 on Functions of Brain and Cord.
9 on Special Senses, Minute Anatomy of Eye, Ear, Tongue, &c.
2 on Sympathetic System.
7 on Generation.
1 *Viva Voce* examination weekly was held.

2. The class consisted of five third-year students, of whom Suruplal Balakram was the only one exhibiting any thing like a tolerably proficient knowledge of Physiology. There were two second-year students, of whom but one, Anna Moreshwar, knew his subject. This student is a B.A., and I believe will prove an ornament to the college, as he was to my class.

3. Five student apprentices also attended the lectures. Of these E. Coffin was by far the most intelligent; indeed I consider he, by a great distance, surpassed the other students in his proficiency.

REPORT OF THE PROFESSOR OF MEDICINE.

The course has consisted of 107 lectures and 30 examinations, The subject of Medicine is becoming vast, and each Department—Pathology, Therapeutics, and Hygiene—has grown into a science, and it becomes more and more difficult to compress even the elements of these into a course of lectures. This year, however, the new Chairs of Pathology and Hygiene will bring some relief. During the past year I was unable to include the subject of Skin Diseases and Therapeutics in the course, but hope to be able to do so this. Besides the course on Medicine, above 30 lectures on Clinical Medicine were delivered, and Clinical instruction imparted daily in the wards of the J. J. Hospital, where every student sees actual cases of disease as illustrated in the lectures, and he is made to practically learn auscultation, the use of the microscope in disease, and in the examination of the urine, early in the course. From the small number of the class, each student has peculiar

advantages: he is made a clinical clerk, and has daily two or three cases to look after; and is held by me to be responsible for the care of them.

2. The undergraduates and senior student apprentices were very attentive and zealous in their studies. The junior student apprentices were not so attentive, apparently because they thought they had another year before them, and partly, I think, because they had not had sufficient instruction in Physiology, the two courses—Medicine and Physiology—running together; but this I have endeavoured to remedy by causing the student apprentices to study Physiology during the 1st and 2nd year of their curriculum, instead of only the 2nd year, as before.

REPORT OF THE PROFESSOR OF SURGERY.

The course of Surgery terminated on the 31st October, and consisted of 90 lectures and 13 examinations.

2. The plan of instruction was similar to that of former years. Operations on the dead body were performed by the students throughout the whole session.

REPORT OF THE PROFESSOR OF HYGIENE.

The first course of lectures on Hygiene was delivered during the months of September and October.

2. The session being far advanced before I received charge of the duties, only thirteen lectures out of the prescribed number were given.

3. Eight pupils attended the course; four of these were candidates for the L.M. of the Bombay University, and the rest were student apprentices.

4. The attention shown by the majority was good, and three out of four of the student apprentices passed a creditable examination.

5. No time was devoted to practical Hygiene, a course of which would be highly desirable during the ensuing summer session.

REPORT OF THE PROFESSOR OF MIDWIFERY.

1. During the past session the usual number of lectures was delivered, but there were fewer examinations, in consequence of my

illness during the months of July and August. Eight students composed the class, four college students and four student apprentices, with whose diligence and general conduct I had every reason to be pleased.

REPORT OF THE PROFESSOR OF OPHTHALMIC MEDICINE AND SURGERY.

I received charge of the class of Ophthalmic Medicine and Surgery on the 25th of March, and completed the course of lectures commenced by Dr. Hunter.

VERNACULAR CLASS—REPORT OF THE TEACHER OF ANATOMY AND PHYSIOLOGY.

During the past session the Anatomical course consisted of 72 lectures and 36 examinations, and was attended by first and second-year students.

2. Practical Anatomy was taught as in former years.

3. In Physiology, 60 lectures were delivered and 36 examinations held during the session. The course was attended by second and third-year students.

4. The conduct and attendance of the students were satisfactory.

REPORT OF THE TEACHER OF CHEMISTRY AND MATERIA MEDICA.

During the year under report 68 lectures were delivered in Chemistry and 34 examinations held. This class was attended by the first and second-year students, and the order observed in the delivering of lectures was in pursuance of what has been the usage since the organization of the Vernacular class. I have great pleasure in stating that the progress made by the students was creditable to them, especially to those of the second year.

2. In Materia Medica 63 lectures and 30 examinations were given. There was no alteration thought desirable in the system pursued in former years. This class was attended by the second and third-year students, and they were regular and attentive to their studies.

REPORT OF THE TEACHER OF MEDICINE AND MIDWIFERY.

The courses in Medicine and Midwifery consisted of the same number of lectures and examinations as in the years preceding. They were attended by six students, who were found regular in their attendance, and attentive to their studies, and passed very creditably, with one exception, at their final examination.

REPORT OF THE TEACHER OF SURGERY AND MEDICAL JURISPRUDENCE.

In the session under report the Vernacular class of Surgery was conducted in the same way as in the preceding session. The class was attended by six students,—five third-year, and one fourth-year. The conduct of the students was satisfactory, and their progress creditable.

2. This year, instruction in Medical Jurisprudence was given for the first time to the students of the Vernacular class.

The course on this subject comprized the following heads:—

1. The mode of giving medical evidence.
2. Personal identity of the living and of the dead.
3. Age of the living and of the dead.
4. Sex of the living and of the dead.
5. Persons found dead; real and apparent death; sudden death.
6. Death by drowning; putrifaction; death by hanging and strangulation.
7. Wounds and mechanical injuries.
8. Death by fire.
9. Rape.
10. Infanticide.
11. Delivery.
12. Feigned diseases.
13. Unsoundness of mind.
14. Poisons, mineral and vegetable.

Thirty lectures were delivered and 15 examinations held.

The class was attended with regularity. The conduct of the students was exemplary, and their progress satisfactory.

SCHOLARSHIPS AWARDED. The Scholarships have been awarded as follows :—

Sir Jamsetjee Jejeebhoy Medical Prize of Rs. 250 for proficiency in Practical Medicine and Surgery, to Abdul Rahim Hakim.

Sir Jamsetjee Jejeebhoy Gold Medal for proficiency in Practical Medical Jurisprudence, to J. F. Gonsalves.

The McLennan Scholarship of Rs. 25 monthly, with a Silver Prize Medal for proficiency in the Principles and Practice of Midwifery, to J. F. Gonsalves.

An Anderson Scholarship of Rs. 20 monthly for proficiency in Anatomy and Physiology to Nana Dwarkanath Talpade.

An Anderson Scholarship of Rs. 15 monthly for proficiency in Chemistry, Theoretical and Practical, to Anna Moreshwar Kunte, B.A.

A Farish Scholarship of Rs. 14 monthly, for proficiency in Materia Medica and Practical Pharmacy, to Nana Dwarkanath ; but as a scholarship has been awarded to him, it will pass to the next in proficiency, viz., Shantaram Venayak Kantak.

A Carnac Scholarship of Rs. 13 monthly, for proficiency in Practical Chemistry, to Anna Moreshwar, but as a scholarship as been awarded to him, it will pass to Nana Dwarkanath ; but as he also has a scholarship it will pass to the next in proficiency, viz., Baba Laxumon Velunkar.

A Government Scholarship of Rs. 10 monthly, for proficiency in Anatomy, to D. B. Vallis.

A Government Scholarship of Rs. 10 monthly, for proficiency in Chemistry, to Madewrao Yeswant Prangaphye.

A Government Scholarship of Rs. 10 monthly, for proficiency in second degree in Anatomy, to D. B. Vallis, but as a scholarship as been awarded to him, it will pass to Madewrao Yeswant; but as he also has a scholarship, it will pass to the next in proficiency, viz., Yeswant Pandoorang Godambe.

A Government Scholarship of Rs. 10 monthly for proficiency in second degree in Chemistry, to Madewrao Yeswant, but as a scholarship has been awarded to him, it will pass to D. B. Vallis, but as he also has a scholarship, it will pass to the next in proficiency, viz Timuljee Bhicajee Narimon.

VERNACULAR CLASS. *The Jaggonnath Sunkersett Scholarship*, of Rs. 10 monthly, tenable for ten months, for proficiency in the subjects of study during the Session, to Govind Keshew Safre.

The Jaggonnath Sunkersett Scholarship of Rs. 5 monthly, tenable for ten months, for proficiency in Physiology and Materia Medica, to Venkaji Dewji Pachapurkar.

The Jaggonnath Sunkersett Scholarship, of Rs. 5 monthly, tenable for ten months, for proficiency in Anatomy and Chemistry, to Vithal Parshuram Lalay.

McLennan Medal. The McLennan Medal has been awarded to 1st year Student Apprentice J. Menezes.

Burns' Medal. The Burns' Medal has been awarded to 3rd year Student Apprentice J. Prem.

Sir Jamsetjee Jejeebhoy Medical Book Fund. The amount of the interest of the Sir Jamsetjee Jejeebhoy Book Fund, amounting to Rs. 387-1-0, has been distributed amongst the students and students of the Vernacular class to aid them in purchasing Text Books for their studies in the College.

Number of Candidates for admission into the Vernacular Class. —On the 26th October six apprentices and twenty other candidates (in aggregate number twenty-six) presented themselves at examination for admission into the Vernacular class; three apprentices and nine candidates were found qualified for admission, but of these eleven only joined, as there were no more vacancies.

Number of candidates for admission into the apprentice class. —On the 26th October there appeared sixteen apprentices for examination by order of the Inspector General Indian Medical Department, of whom thirteen were found qualified for admission.

Number of matriculated candidates for English Class.—At the end of December nineteen candidates presented themselves to enter their names in the list of students for medical education, according to the notification published in the *Government Gazette* dated 29th August last.

Atmaram Sadasew Jayakar.—I have much gratification in bringing to notice that the successful candidate mentioned in the

former report of Dr. Hunter, para. 3, having obtained the Mungaldass Nathobhoy Travelling fellowship, proceeded to England, where it appears he has passed his examinations at the Royal Colleges of Surgeons and Physicians, and has entered the Covenanted Medical Service.

The progress of the College.—I am gratified to state that the number of students entering the College is on the increase, and I have every reason to believe that the number of admissions will increase yearly, slowly perhaps, but surely. The number of annual admissions has never been large, and just at the period of the commercial and financial excitement in Bombay the number greatly diminished. But last year eight students entered, quite the average number; and this year nineteen students have applied to enter, and 13 were admitted; eight of them who had the highest marks received the Government scholarships, Jamkhundee scholarship, and 2 Government Exhibitions, and 5 are free students. The remainder were unable to support themselves without stipends.

The Staff.—The staff of the college is very strong, and I may say vigorous, with a large infusion of young blood amongst the Professors,—men who, I think I may say without flattery, are full of zeal for the welfare of the college, and in every way competent to discharge their several duties.

System of teaching.—As a proof that the system of teaching is a good one, I need only mention that students of this college who present themselves for degrees in Great Britain are invariably successful. Last year four students, candidates for the degree of L.M. in our University, and two of whom were plucked, went to England, and gained their diplomas in both London and Edinburgh, and the man who passed here has not only gained his diploma, but has also been admitted into the Indian Medical Service.

I mentioned just now that five of the candidates for the 1st examination for the L.M. degree were rejected. These students are all of a very inferior order, and have all along shown great want of ability and aptitude for learning, and should properly have been counselled to leave the college last year. But the Principal, hoping they would do better, kindly advised them and continued their scholarships to encourage them to do so. However this was lost

upon them, and this year they were all rejected; and now, with the sanction of the Director of Public Instruction, I have stopped the scholarship allowance of two of them, and only allowed them to attend the lectures on sufferance.

The three remaining I have thought right to inform that if they do not pass a satisfactory examination in all the subjects of the session in April next, that I shall also stop their scholarships.

In justice to their Professors it is right to say that although all the students before admission have passed the matriculation examination of the University, yet every now and then we get lads, who, from want of ability and mental power, are wholly unable to appreciate or receive any benefit from the teaching of their Professors.

Vernacular Class.—The vernacular class, I am happy to say, is an undoubted success. The privilege of admission into the class is eagerly sought for, and, thanks to the zeal and ability of the vernacular teachers, the men turned out annually are thoroughly well fitted to take charge of dispensaries and other vacancies in the subordinate medical appointments. The demand for this class of men is so great that I have recommended Government should be moved to grant five more stipends annually.

F. S. STEDMAN,
Acting Principal.

March 1868.

4. REPORT OF POONA CIVIL ENGINEERING COLLEGE FOR 1867-68.

1. *Senior Class.*—This class consisted of two students, one of whom is a Teacher in the College, and the other an Overseer in the Public Works Department. The latter obtained one year's furlough to study in the College, and prepare himself for the L.C.E. Examination. He appeared before the University Examiners in November last, but did not, I am sorry to say, succeed in passing. His leave expired in January 1868, and he left the College in December 1867 to join his appointment. The class is thus reduced to one student only. This student has made much progress in Drawing. In addition to his duties as a Teacher he has revised all his Mathematical studies, and made Drawings of Barracks, Bridges, Iron Girders, &c., and visited with me several of the large works in progress in Kirkee.

2. *Middle Class.*—This class, which was in the last term a Junior class, consists of 16 students, of whom two are from Guzerath, one from Cutch, two from Bombay, two from Sattara, and the rest are from Poona. Of these 16 again, two are graduates, and seven are under-graduates of the University. The class has gone through Arithmetic; Algebra to the end of Quadratic Equations; Permutations, Variations, and Combinations; Euclid, Conic Sections, Geometrical (Parabola and Ellipse) and Analytical, to the end of Investigation of Equations to the Circles; Trigonometry; Mensuration of Planes and partly of Solids; Statics to the end of Resolution and Combination of Forces; Oblique Bridge; Surveying with Compass and Chain, and Plotting the same; Levelling with Y and Dumpy Levels; and Adjustments and use of Instruments and Plan Drawing. The progress of the class on the whole is satisfactory.

3. *Junior Class.*—This class, which was formed in November last, consists of eight students, of whom one is from Bombay, and the rest are from Poona. Of these again five are matriculated students, and three unmatriculated. The class has studied the following subjects:—

Mathematics.—Arithmetic; Algebra as far as Quadratic Equations; Geometry, the sixth book of Euclid, with deductions of the first two books; Logarithms; and Trigonometry.

Drawing.—Simple Geometrical figures to scale, simple Bungalows, Culverts, &c., with details.

4. This class is in charge of Assistant Professor Balaji Bapuji Sané and Mr. Gopal Raoji Tilak. They are both assiduous and hard-working. The progress made by the class during the short time they have been under their tuition, is satisfactory.

5. *Maistry Class.*—This class consists of 22 pupils, of whom two are the sons of artisans, and the rest sons of non-professional men. They have gone through the following subjects in Vernacular:—Arithmetic, to the end of Decimals; Involutions and Evolutions; Mensuration of Planes and Solids; Drawing; Geometrical figures, as given in Practical Geometry; simple Bungalows; Surveying with Compass and Chain, and Plotting the same. The class used to attend the workshop for an hour every day for practical instruction in Carpentry, Metal-work, &c., but owing to the little time the Maistrees of the Karkhana had to devote to the class, they made indifferent progress. The Carpenter Maistree of the Karkhana, Hari Vitoji Bhaburdekar-Sutar, who has subsequently been appointed to the Public Works Department as a sub-overseer, was in the habit of giving Lectures to the students, in practical Carpentry, of preparing models of simple framing in their presence, and of making them work with their own hands. His time, however, was so fully taken up with the work in the Karkhana that I nominated, on probation, an Assistant Maistry Teacher, to the duty of Teaching the Pupils. His appointment was sanctioned in Government of India's Resolution No. 2,523, of 12th September 1867. This Assistant Master devotes two hours a day to pratical instruction in carpentry. He makes all the students work with their own hands, and further instructs them in Drawing. The class is in charge of Mr. Venayek Baji Goklé. He is hard-working and industrious, and turns out better educated classes year by year.

6. *Mechanical School.*—When I took charge of the College there was hardly any work going on in the workshop except some repairs to furniture. In my capacity of Executive Engineer of Kirkee, I was able to give some work, and they have made up some windows and doors, and constructed a few trussed girders for the new Barracks at Kirkee, to my satisfaction. Some sluice gates for

Narrayangaum Bundara have also been constructed in the workshop, and have been well approved of. If the Karkhana were kept constantly supplied with work, I have no doubt that it would prove of great value in admitting of practical instruction being acquired by the students, but at present the value of the workshop is doubtful, as under ordinary circumstances there is but little work going on, for although elementary instruction such as the students receive in simple framing, &c. is in itself commendable, I am of opinion that they should have a higher aim, and endeavour to make themselves masters of the higher branches of the carpenter's and joiner's trade.

7. *General Remarks—University Examinations.*—As I took charge of the College about the time that the last Examinations were held, I am not in a position myself to speak with certainty as to the cause of the failure of the students at that examination. I am, however, informed that a higher percentage of marks was demanded by Examiners, and further that the oral examination was unusually severe, lasting as it did between two and three hours. The students were certainly backward in plan drawing.

8. I would respectfully repeat the request contained in my letter No. 287 of 18th March 1868, that the University should be asked to name text books in Civil Engineering, Chemical and Mathematical Physics, and indeed in every subject. The subjects of examination as set forth in the University Calendar are somewhat vague, and it is difficult to prepare students on the information conveyed.

9. That they should be generally informed on all subjects bearing on the science of Civil Engineering, and that they should be prepared to undergo a searching Examination in those subjects, is doubtless a reply that the Examiners might justly put forward, but at the same time it must be borne in mind, and this I say in justice to the establishment over which I have the honour to preside, that the time for preparing the students up to this high standard is extremely limited. Another point, too, I would respectfully urge, is that standard books are named by the University in the cases of Law and Medicine.

10. *Attendance.* Owing to the prospects of the College not having been definitely settled, and Matriculation being made the

sine quâ non of admission, only four new students have been admitted into the College since the last Matriculation Examination. I would therefore respectfully call your attention to para. 6 of my letter No. 242 of 20th January 1868, in the hope that orders may be issued to admit unmatriculated men to form the class for the upper subordinate establishment of the Public Works Department, into which most of the students of the College are drafted year by year.

11. *Scholarships.*—The number of unconditional Scholarships attached to this College is very limited. In the Prospectus of the Roorkee College it will be found that that College has 62 Scholarships and their value from Rupees 5 to Rupees 50. In the Elphinstone College there are 44 Scholarships and in the Poona College 20, their value is from 10 Rupees to 20 Rupees; whereas in this Institution there are only four Scholarships, and their value from 5 to 10 Rupees. I would therefore respectfully suggest that the allowance for conditional Scholarships granted to this College be, with the sanction of Government, converted into unconditional Scholarships. I cannot but think that were there but sufficient inducement to students the number would soon be raised.

12. I would beg to be allowed to say a few words in regard to the usefulness of the College.

My views were on this subject expressed in my letter No. 242 of 20th January 1868, but it would be as well again to remind you that this College is but indirectly useful and remunerative to Government, not through any fault of the College, but from the very small amount of patronage that is extended to the College by Government. It cannot be denied that the Department of Public Works is in constant need of well-educated subordinates, and that this class of men can be supplied from the College admits, I think, of no doubt. The necessity of their Matriculation I myself cannot support, and not because I deprecate a high test, but because I feel assured that Matriculated students, as a rule, are above, or rather consider themselves above, the duties of overseers. I would train these men rather in the practice of their profession, so that they might be ready when they leave the College to go out and become useful foremen or clerks of works. They should have a theoretical knowledge sufficient for their position, but nothing beyond.

13. The higher classes might Matriculate, but then some inducement, as at Roorkee, should be held out to them, or what advantage have they? They can certainly obtain an overseership in the Public Works Department, but so do many men who have never Matriculated nor even studied at the College.

14. The Government of India, in the 3rd para. of their Resolution No. 2523, dated 12th September 1867, drew the attention of this Government to the fact that they have passed no orders on the recommendation of the visitors to award annually one appointment in the Engineering Branch of the Public Works Department to the 1st Licentiate of Civil Engineering at the University. I therefore strongly urge the necessity of securing such a prize for the College as an inducement to the Graduates of the University to study the profession of a Civil Engineer, and hope that steps will be taken to move the Government of Bombay to support the recommendation, and obtain the sanction of the Supreme Government to the same.

15. In concluding this Report, I have much pleasure in placing on record my acknowlegement of the great assistance I have received from Mr. Daji Nilkant Nagarkar. His energy and zeal are unflagging, and he has well earned the promotion that Government have lately been pleased to confer on him.

W. S. HOWARD,
Acting Principal Civil Engineering College.

APPENDIX C.

1. Report of the Marathi Translator for 1867-68.
2. Report of the Guzerathi Translator for 1867-68.
3. Report of the Canarese Translator for 1867-68.
4. Report of the Dakshina Prize Committee for 1867-68.

1. REPORT OF THE MARATHI TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1867-68.

I returned from sick leave to Europe in November last, and, as soon as was practicable, resumed charge of my office from Mr. Mahadeo Govind Ranade, who had been Acting Marathi Translator Educational Department during my absence.

As Mr. Mahadeo Govind Ranade made a report on the 22nd November last (No. 69), of the work done by himself from April to November, I make no reference to it here.

Since I resumed charge of my office, I have examined and reported on the following works referred to me for opinion and report, viz:—

1. Marathi Primer or First Book, by Mr. V. M. Thatte.
2. Subodha Tarani, by Mr. Appaji Ganesh.
3. A MS specimen of a Marathi and English Dictionary, by Mr. Bellairs, and a Native Pandit.
4. A new Grammar of the Marathi Language, by Mr. Krishna Shastri Godbole.
5. Bal Kosha, by Mr. Krishnaji Sadasheo Joshi.
6. Marathi Familiar Phrases with their English equivalents, by Mr. Sadasheo Wishwanath Hate.
7. English, Guzerathi, Marathi, and Sanskrit equivalent sentences, by the Proprietors of the *Indu Prakash*.

(I examined this book with reference only to the English and Marathi sentences)

8. The Numbers for January and February 1868 of the Wiwidha Gnyan Wistar Magazine.
9. The Numbers for September and November 1867 of the Sarva Sangraha.

Besides the above work done by myself, the proof sheets of several works going through the Press have been corrected in my office; but this work has been mostly done by my clerk, Mr. Ganesh Jayaram Vaidya.

The work done by Mr. Parasbram Pant Godbole has been as follows:—

1. Revision of a Marathi Translation of Kadambari, comparing it with the original. (Pages 350.)
2. Examination and correction of a Marathi Vocabulary. (Pages 800.)
3. Examination of Shabda Siddhi Nibandha.
4. Examination and correction (where necessary) of Sakharam Arjun's Translation of Dr. Peet's works on the Principles and Practice of Medicine. (Pages 900.)
5. Correction of the proof sheets of the Third Book of the Marathi series.
6. Correction of the proof sheets of Vritt Darpan.

The work of the Translation Exhibitioner from 1st May 1867 to 31st March 1868 has been:—

182 Pages of Translation of Robinson Crusoe.

The work of the Pandits formerly belonging to the College has been:—

Mr. Shankar Joshi—

Marathi Translation of the Ganit Adyaya of Siddhant Shiromani. (150 Pages.)

Mr. Krishna S. Rajwade and Mr. Mahadeo S. Godbole:—

Marathi Translation of Kirat Kavya. (255 Pages.)

Do. Do. of Magha Kavya. (32 Pages.)

Mr. Bál S. Deva Tokekar:—

Marathi Translation of Kadambari. (147 Pages.)

(Signed) THOS. CANDY, Major,
Marathi Translator Educational Department.

Sion Fort, Bombay, 2nd April 1868.

2. REPORT OF THE GUZERATHI TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1867-68.

My personal work was as set below :—

Compiled a Guzerathi History of England from the reign of Edward VI. to that of Queen Victoria; and revised the same up to the reign of Edward IV.

Examined and reported on the following works :—

1. A poem, entitled Panipat, by Mr. Hargovindas Dwarkadas.
2. Translation of Shakuntala, by Mr. Javerilal Umiashankar Yajnik.
3. The same, by Mr. Dalpatram Pranjivan Khakhar.
4. Shares and Speculation, by Mr. Mancherji Cawasji Shahpurji.
5. Rudiments of Geography, by Mr. Jijibhai Karsetji.
6. Kavyarpana, published in the Mission Press at Surat.
7. History of India, translated by Mr. Girdharlal Amratlal.
8. Tales from Shakespeare, by Messrs. Ranchodbhai Udayaram, Chotalal Sevakram, and Manibhai Jasbhai.
9. History of India in Verse, by Mr. Bhaishankar Kashiram.
10. Kingdom of Abyssinia, and its king Theodore, by Mr. Sorabji Dadabhai.

Work done by the Exhibitioner, Mr. Chotalal Sevakram:—

Revised and enlarged the Outlines of Roman History, translated by Mr. Ganpatram Venilal.

Made a fair copy of this revised manuscript.

Revised the greater portion of his Guzerathi translation of Major Candy's Manual of Geography, Volume I., and the whole of Volume II.

Compared fair copies of this translation, when ready for submission.

Translated 105 pages of Morris' History of India.

Corrected Life of Columbus.

Examined proof-sheets of the following books in their progress through the press, with the assistance of the Carcun, Shastri Sukheswar Bapuji :—

1. Life of Columbus, from page 48 to the end.
2. Veni Sanhar Natak.
3. Green's Phrases.
4. Use of the Globe.
5. Lekhavali.
6. Native Accounts, parts I. and II.
7. 112 pages of the Translation of Candy's Geography, Volume I.
8. 72 pages of the Outlines of Roman History.

Work done by my Carcun, Shastri Sukheshwar Bapuji:—

Made fair copies of the following books :—

1. A portion of the Guzerathi translation of Candy's Geography, Volume I., and the whole of Volume II.
2. About 200 pages of a Guzerathi compilation of the History of England.

He assisted the Exhibitioner in comparing these fair manuscripts, and examining proof sheets.

MAHIPATRAM RUPRAM LILKANT,
Guzerathi Translator, Educational Department.

Ahmedabad, 2nd April 1868.

3. REPORT OF THE CANARESE TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1867-68.

I assumed charge of the Translator's Office on the 1st July last.

My personal work during the last nine and a half months was as follows :—

Translated

The Letter History of England into Canarese.

Revised

1. The translation of the Marathi Fifth Reading Book into Canarese, by the Translation Exhibitioner.
2. The First book of Canarese Poetry.

Examined and Reported on

1. The Kavitasangraha, or selections from Ancient Canarese Poetical works, by the Translation Exhibitioner.
2. The Canarese Poetical Anthology.
3. The Madras Third Reading Book.
4. The Canarese Reading Series.

I had to publish the Canarese School Paper every month.

Work done by the Translation Exhibitioner, Mr. Gangadhur Madivaleshwar Turmuri :—

Translated

One hundred pages of the Marathi Sixth Book of Reading into Canarese.

Compiled

The First Book of Canarese poetry.

Explained and reduced to the form of a Dictionary in Alphabetical order :—

Karnataka Shabda Manjari, a Kosha of the Ancient Canarese language.

Copied fair

1. Part of the Canarese Fifth Reading Book.
2. The First Book of Canarese Poetry.
3. Karnataka Shabda Manjari.
4. Translation of the Letter History of England.

(Signed) VENKAT RANGO KATHI,
Officiating Canarese Translator.

Belgaum, 20th April 1868.

4. REPORT OF THE SECRETARY TO THE DAKSHINA PRIZE COMMITTEE FOR 1867-68.

There have been no changes in the constitution of the Committee during the year under report, except that Major T. Candy resumed charge of his office as President to the Committee in December 1867.

2. During the past year two Meetings were held of the Dakshina Prize Committee, the first in Poona on the 16th of August 1867, and the second in Bombay on the 25th March 1868.

3. During the year under report the following works were submitted to the Committee for patronage:—

1. *The Battle of Panipat*, a Poem on the great fight in the year 1761 between the Marathas and the Afghans, by Mr Keshava R. Sunktankar, Schoolmaster, Anglo-Vernacular School, Poona.

2. The *Madhumakshika* or "Bee." This is a collection of a few well written essays consisting of translations and adaptations from English authors, by Mr. Vinayek Kondeo Oke, Schoolmaster Anglo-Vernacular School Newase, the author of the *Laghunibandhamala*, rewarded last year by the Committee with a prize of Rupees 80.

3. *Vividhagnanavistara*, a Marathi magazine for gentlemen and ladies.

4. *Gowriharavinoda Nataka*, or the Drama of Gowri and Hara, an original Marathi play on the Loves and Jealousies of Shiva and Parwati, by Mr. Anant Dikshit Joshi.

5. Translation of the *Vikramorvashi* of Kalidasa (this is one of the two most exquisitely beautiful dramas of Kalidasa), by Mr. Krishna Shastri Rajwade.

6. Seven competitive Poems for the Rupees 400 prize for the best poem in Marathi on Shivaji, the founder of the Marathi empire, submitted by different candidates in accordance with the notification of the committee given in the year 1866-67.— (*Vide* Appendix C, page 25, Report of the Department of Public Instruction for the year 1866-67.)

7. *Vichatrapuri*, or the strange city, a novel on the conflicting agencies now operating on a young Hindu's mind, submitted by a candidate, in accordance with the notification above referred to.

Of these works only one, *i. e.* No. 4, and partly No. 2, are translations, the rest being all original works in Marathi.

4. At the last meeting of the Dakshina Prize Committee the following prizes were adjudged :—

1. The *Battle of Panipat*, Rs. 80.
2. *Madhumakshika*. or the Bee, Rupees 100. It may here be added that the Committee were unanimous in pronouncing a very favourable opinion on the language and the matter, and especially the former, shown in this book by Mr. V. K. Oke, and that the Committee have adopted a resolution that the book should be recommended to the Director of Public Instruction for publication, as being very well suited to be introduced in schools.
3. Translation of *Vikramorvashi*, Prize Rupees 275. This work also has generally been very favourably received by the Committee, who have passed a resolution that it be recommended to the Director of Public Instruction for being printed as a book of general literature, the translation being generally very ably executed by Mr. Krishna Shastri Rajvade.

Revised in 1866-67.

4. *Daivaseni*, a poem in Marathi by Mr. Bajaba R. Pradhan, Assistant Master, Elphinstone High School, Bombay. This is an adaptation of part of Scott's *Lady of the Lake*. Prize Rs. 100.

5. The following works have been refused patronage by the Committee :—

1. *Gowriharavinoda Nataka*, or the Drama of Gowri and Hara, by Mr. Anant Dikshit Joshi. This was an obscene and scandalous composition, embodying fully all the revolting absurdities of the corrupt Marathi stage of the present day. The play has been rejected, with an intimation to the author that such works are unfit for the patronage of the Dakshina Prize Committee.

2. The *Vividhagnanavistara*, a Marathi Magazine. The minutes recorded by the Committee on the merits of this Magazine were generally very favourable to the publishers and writers of it. But it having been found that the Director of Public Instruction had already given his patronage to it, the Committee could not award any Prize to it in addition.

Received in 1866-67.

3. *Rasatarangini*, a scientific treatise on Rhetoric, by Bhanuvatta. Translated into Marathi under the supervision of Mr. Haridas Hiracband. This work was refused, as being useless to readers who understand Sanskrit, and unintelligible to those who are not acquainted with that language.

4. Vararuchi's *Prakrit Prakarha*, translated into Marathi, by Mr. Narayan Shastri Sathe. This is an old grammar of the Prakrit dialects, written in Sanskrit, in the sutra-style. The Committee were generally of opinion that though a grammar compiled on the plan of Professor Lassen's *Institutiones Linguæ Prakriticeæ*, was the thing that we require for the Prakrit of the Sanskrit Plays, &c., yet a good translation of Vararuchi's grammar would be a highly desirable addition to Marathi Philology. But the present translation is so incorrect and inaccurate that the Committee have rejected it without awarding any prize to it.

6. Works Nos. 6 and 7 of para. 3 of this report are performances round which the principal interest in the Committee's operations during the year under report was centred. But neither the poems nor the novel have, up to date, gone their round to all the members of the Committee, and accordingly nothing has as yet been decided upon by the Committee as regards either the merits of the performances in general, or the writers to whom the prizes should be adjudged.

SHANKAR PANDURANG PANDIT,
Secretary to the Dakshina Prize Committee.

Poona, Office of the Secretary to the Dakshina Prize Committee, 3rd April 1868.

APPENDIX D.

REVISED RULES FOR GRANTS-IN-AID IN THE BOMBAY PRESIDENCY ON THE SYSTEM OF PAYMENTS FOR RESULTS.

EDUCATIONAL DEPARTMENT.

The Right Honourable the Governor in Council is pleased to announce, for general information, that the following Provisional Revised Rules for Grants-in-aid in the Bombay Presidency shall be in force from the 1st April next, till the 31st March 1870, or until further orders:—

REVISED RULES for Grants-in-Aid in the Bombay Presidency, on the system of Payments for Results.

Aid will henceforward be given to Schools and Educational Institutions in accordance with the following Rules, which supersede those published in the *Government Gazette* of the 21st February 1866, and which will remain in force till the 31st March 1870, or till further notice:—

1. School Managers, who may be desirous of receiving aid from the State on account of any school which has not been previously registered in the office of the Director of Public Instruction, must apply for the registration of that school at least six months before the commencement of the official year in which they wish that school to be examined.

N.B.—The official year commences on the 1st April and ends on the 31st March.

2. In the case of schools under recognised management, application for registration may be made once for all, being accompanied by statement in the form of Schedule C I. In the case of Private Schools, application for registration must be renewed annually, and must be accompanied by a statement in the form of Schedule C II.

3. Schools are divided into—(*1st*) European and Eurasian; (*2nd*) English-teaching; (*3rd*) Anglo-Vernacular; (*4th*) Vernacular. No school can be registered as European and Eurasian unless at least

four-fifths of the pupils are of European or Eurasian parentage. Portuguese schools, in which English is taught, may be returned at the option of the Managers, either as "English-teaching" schools or as "Anglo-Vernacular" schools, according to the teaching adopted in them.

4. All registered schools will be inspected once during the official year by the Government Inspecting Officer, who will give notice to the Managers beforehand of the probable time of examination.

5. Provided that, if the Inspecting Officer, on his visit, shall consider the arrangements of any school to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding however a full report of his reasons for so declining to the Director of Public Instruction, and to the School Managers.

6. The number of pupils presented for examination must in no case exceed the average number who have been in attendance daily during the previous twelve months; and no pupil will be examined who has not actually attended the school for at least 75 days during the twelve months immediately preceding the examination, or who has already been examined at any other school during the current official year.

7. No pupil will be examined, or have his attendance counted in calculating the average attendance, who is below six or above twenty-two years of age.

8. The Inspecting Officer will examine the pupils submitted to him, according to the standard under which they may be respectively presented (*see* Schedule A), and will furnish the Managers with a certificate of the number of pupils passed by him under each head, and of the number entitled to capitation.

9. It is to be understood, that no pupil can be examined at any inspection under the heads of more than one standard. To pass under any head, a pupil must obtain one-third of the aggregate marks given for that head, and one-fourth of the marks assigned to each subdivision of that head.

10. No pupil can be allowed to be presented for examination more than once under the same standard, with the following exceptions:—

(*a*) Any pupil who may not have passed under more than two heads of a standard, may be presented in the subsequent

year under the heads in which he has failed or omitted to pass, in lieu of being presented under a higher standard.

(*b*) In European and Eurasian schools pupils may be allowed to pass twice, but not more than twice, under each head of the Standards III., IV., V.

11. After each examination, the Managers should forward to the Educational Inspector an abstract for the amount to which they may be entitled under Standards I. to V. of Schedule B., accompanied by the certificate mentioned in Rule 8.

N.B.—All grants will be liable to lapse that are not claimed within one month of the date of the Inspector's certificate.

12. Grants for matriculation will only be awarded to a school in the case of boys, each of whom has attended that school for at least 300 days during the eighteen months immediately preceding the examination. Applications on this account should be forwarded to the Inspector of the Division by the Managers immediately after the matriculation examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boys' attendance at the school. Grants for matriculated pupils will have deducted from them any sums granted on account of the same pupils during the current official year.

13. Managers of Colleges or other Institutions recognized by the University, may apply for registration under Form C III., and when registered, may obtain grants under the following conditions for pupils who pass the F. A. and B. A. Examinations:—

(*a*) No grant can be allowed for passing F. E. A. for any pupil who is not certified to have kept four terms in the Institution applying for the grant.

(*b*) No grant can be allowed for passing B. A. Examination for any pupil who is not certified to have kept six terms in the Institution applying for the grant.

14. Applications for grants for passing the F. E. A. and B. A. Examinations must be forwarded to the Director of Public Instruction within one month after the date of passing, accompanied by a reference to the *Government Gazette* in which the pupil's name has been published, and a copy of the certificate under Form D (in the University Calendar) which was furnished to the University on behalf of the pupil.

15. Schools receiving aid from the State otherwise than on the system of Payments for Results cannot, unless they elect to renounce such aid, present pupils for examination under these rules. But this proviso is not in any way meant to affect the allowances made by the State for soldiers' orphans.

16. All Schools or other Institutions receiving aid from the State under the above rules, will be required to furnish all returns called for by the Government of India.

17. It is to be clearly understood, that grants cannot be claimed under the above rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

SCHEDULE A.

STANDARDS OF EXAMINATION.

I.—STANDARDS FOR EUROPEAN AND EURASIAN, AND FOR ENGLISH-TEACHING SCHOOLS.

	Maximum of marks.
Standard I.	
1st Head.—Arithmetic, Multiplication Tables up to twelve times twelve; Notation and Numeration up to 1,000.....	100
2nd Head.—Reading easy Child's Book (of one syllable) to be brought by the Inspector.....	100
3rd Head.—Writing words of one syllable on slates or in copy-books.....	100
Standard II.	
1st Head.—Arithmetic, first four Simple Rules	100
2nd Head.—Reading, with comprehension, easy narrative (such as Edgeworth's Early Lessons); the book to be brought by the Inspector.	100
3rd Head.—Writing large-hand; copy books to be submitted	100

Standard III.

	Maximum of marks.
1st Head.—Arithmetic, four Compound Rules; Reduction; and Simple Rule of Three, involving whole numbers	100
2nd Head.—(*a*) Reading, with explanation and simple Parsing, plain narrative (as in Chambers' Moral Class Book); the book to be brought by the Inspector	75
(*b*) Repetition of easy Poetry; not less than 200 lines to be brought up	25
3rd Head.—Writing (*a*) Fair small-hand; to be shown in copy-books....	50
(*b*) Writing to Dictation 5 lines from the book read	50
4th Head.—(*a*) Outlines of the History of India..	50
(*b*) Elementary knowledge of the Maps of Asia and of India	50

Standard IV.

1st Head.—Arithmetic (*a*) The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions	50
(*b*) Euclid, 20 Propositions in Book I.	25
(*c*) Algebra, the four rules, integral only ..	25
2nd Head.—English (*a*) Reading with Explanation and Grammar from two portions of English Classics; the one to consist of not less than 300 pages of prose, the other of not less than 1,500 lines of poetry; these portions to be selected by the School Managers	50
(*b*) Repetition of Classical Poetry—not less than 300 lines to be brought up..	20
(*c*) Writing from memory the substance of a short story or narrative read out twice by the Inspector;—Spelling, Handwriting, and Grammar to be considered....	30

		Maximum of marks.
3rd Head.—(*a*)	Outlines of History of England	50
(*b*)	Geography of Great Britain ; Map drawing of the same; a map to be drawn in the presence of the Inspector	50

4th Head.—Second Language, *i. e.* either Latin, Sanskrit, or any vernacular language.

Either Translating *vivâ voce* into English from 1st Latin or Sanskrit Book, and repeating the Declensions and Conjugations in Latin or Sanskrit: *Or* ; *vivâ voce* translation, with easy Parsing, from 4th of the Vernacular (5th of Guzerati) Series, or from "Sandford and Merton" in Hindustani 100

Standard V.

1st Head.—Mathematics.

(*a*)	Arithmetic complete, with Mensuration.	40
(*b*)	Euclid, Books I. and II., with simple deductions	30
(*c*)	Algebra, to Simple Equations (inclusive) without Problems	30

2nd Head.—English.

(*a*)	Written Paraphrase of about 5 lines of English Classical Poetry out of a portion of not less than 3,000 lines brought up by the candidate.....	40
(*b*)	Grammar and Analysis of Sentences in the same.....	20
(*c*)	Composition, implying a short essay or letter on a simple subject, to be prescribed by the Inspector	40
3rd Head.—(*a*)	Outlines of the History of Ancient Greece and Rome	50
(*b*)	Geography and Map drawing of Modern Europe	50

		Maximum of marks.
4th Head.—Second Language, *i. e.* Latin or Sanskrit, or any vernacular language of India :—		
	(*a*) *Either vivâ voce* translation into English, with Parsing, from 2nd and 3rd Sanskrit Books, or Latin *Delectus* and Cornelius Nepos: *Or, vivâ voce* translation, with Parsing, from 6th of the Vernacular (7th of the Guzerati) Series, or some analogous book in Hindustani	50
	(*b*) Written translation of about six easy sentences into Sanskrit or Latin (*N.B.*— Dictionaries allowed) : *Or* written translation from English into Vernacular (without the help of a Dictionary) of 10 lines of simple narrative, to be prescribed by the Inspector	50
	Standard VI.—Matriculation.	

II.—STANDARDS FOR ANGLO-VERNACULAR SCHOOLS.

Standard I.

1st Head.—Arithmetic, Four Compound Rules, Reduction and simple Rule of Three, involving whole numbers		100
2nd Head.—Vernacular.		
	(*a*) Reading prose parts of 4th Book of Vernacular Series (5th Guzerati), with Explanation and simple Parsing	60
	(*b*) Writing to Dictation five lines in Balbodh or analogous characters from the 3rd Book of the Vernacular (4th of Guzerati) Series. Fair Modi, or analogous current Writing	40
3rd Head.—(*a*)	Local History, *i e.* History of Maharastra, or Guzerat, or the like	50
(*b*)	General Elementary knowledge of the Map of Asia.....	50

		Maximum of marks.
4th Head.—English.		
	(*a*) Reading of 1st and 2nd Books, with meaning of words	50
	(*b*) Spelling easy words	25
	(*c*) Writing easy words in large hand without capital letters, copy-books to be submitted.....	25

Standard II.

(Entrance Standard to Government High Schools.)

1st Head.—Arithmetic as in Standard I. with the addition of Vulgar Fractions		100
2nd Head.—Vernacular.		
	(*a*) Reading 5th Book of the Vernacular (6th of Guzerati) Series, with Explanation and Parsing	60
	(*b*) Writing 5 lines from the same book to Dictation in Balbodh, or analogous character; good Modi, or other current Writing	40
3rd Head.—(*a*)	History of India, Mahomedan period, as in the translation of Morris' India ..	50
(*b*)	General knowledge of the Map of India .	50
4th Head.—English.		
	(*a*) Reading, general explanation, and distinguishing parts of Speech of 3rd Book, Part I. of Departmental Series, or any analogous Book.....	75
	(*b*) Writing good large-hand; copy-books to be submitted	25

Standard III.

(Qualifies for 1st Class Certificate for entrance to Lower Grades of the Public Service.)

1st Head.—Arithmetic, same as in Standard II., with the addition of Simple Interest and Decimal Fractions		100

			Maximum of marks.
2nd Head Vernacular.			
	(*a*)	Reading 5th Book (6th Guzerati) with Explanation and Grammar. *N.B.*—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Guzerati Grammar, or other analogous work is implied..	60
	(*b*)	Writing 5 lines from the same book to Dictation in Balbodh, or analogous characters; good Modi, or other current Writing	40
3rd Head.—	(*a*)	History of India, as in the translation of Morris' India, or any similar text-book..	50
	(*b*)	General knowledge of the Maps of the World, of Europe, and of India	50
4th Head.—English.			
	(*a*)	Reading, with *viva voce* Explanation and Parsing in English, of Book II., Part 2nd, of Departmental Series, 4th Book of Irish Series, or any analogous book..	40
	(*b*)	Writing fair small-hand. Ruled copy-books to be submitted	20
	(*c*)	Writing translation into English of about six short and easy Vernacular sentences.	40

Standard IV.

(Limit of teaching of Government 1st Grade Anglo-Vernacular Schools.)

1st Head.—	(*a*)	Arithmetic, complete..	50
	(*b*)	Euclid, to the end of 20th Proposition of Book I.	25
	(*c*)	Algebra, four rules Integral	25
2nd Head.—	(*a*)	Reading the highest book of the Vernacular Series with Explanation and Grammar. *Or*, translating *viva voce* into English from 1st Latin or Sanskrit Book	50
	(*b*)	Writing translation into Vernacular of about 5 lines in any School Reading	

		Maximum of marks.
	Book at the option of the Inspector. *Or*, repeating the Declensions and Conjugations in Latin or Sanskrit	50
3rd Head.—(*a*)	History of England from any small text-book	50
(*b*)	Geography of Great Britain; Map Drawing of India	50
	N.B.—A Map to be drawn in the presence of the Inspector.	
4th Head.—English.		
(*a*)	Reading and Explanation in English and Grammar of Book III., Part II., or analogous book	40
(*b*)	Writing five lines to Dictation from the same in good current hand	20
(*c*)	Written translation into English of five lines from the 3rd of Vernacular (4th of Guzerati) Series	40
	Standard V.	
1st Head.—Mathematics.		
(*a*)	Arithmetic complete	40
(*b*)	Euclid, Books I. and II., with Simple Deductions.....	30
(*c*)	Algebra to Simple Equations, inclusive (without problems).....	30
2nd Head—Vernacular or Classical Language.		
(*a*)	Reading, with explanation and Grammar, any pieces or poetry at the option of the Inspectors: *Or*, translating *vivâ voce* into English, with Parsing, from 2nd and 3rd Sanskrit Book, or *Delectus* and Cornelius Nepos.....	50
(*b*)	Written translation into Vernacular of about five lines of English prose to be chosen by the Inspector; *Or*, written translation (with the aid of Dictionaries) into Latin or Sanskrit of about six easy sentences	50

		Maximum of marks.
3rd Head.—(*a*)	Outlines of the History of Greece and Rome	50
(*b*)	Geography of Modern Europe and of Ancient Greece and Italy. Maps to illustrate the History to be drawn in the presence of the Inspector	50
4th Head.—(*a*)	Reading with explanation and grammatical analysis, from two portions of English classics, the one to consist of not less than 200 pages of prose, the other of not less 1,000 lines of poetry; these portions to be selected by the School Managers.	60
(*b*)	Written paraphrase of ten lines from the portion of poetry brought up	40

Standard VI.—Matriculation.

N.B.—The Examinations under the heads of Standards IV. and V. will be conducted in English.

III.—Standards for Vernacular Schools.

Standard I.

1st Head,	Arithmetic—The Multiplication Table of whole numbers up to twenty times twenty; Numeration and Notation up to one thousand	100
2nd Head.—	Reading 1st and 2nd Books	100
3rd Head.—	Writing syllables to dictation on slates.....	100

Standard II.

1st Head.—	Native Multiplication Tables (complete) and Four Simple Rules	100
2nd Head.—	Reading 3rd Book (3rd and 4th Guzerati), with meaning of words, and parts of Speech..	100
3rd Head.—	Writing easy words of two syllables to Dictation	100
4th Head.—	Definitions of Geography, and Elementary Geography of the Presidency.....	100

Standard III.

(Entrance Standard to Government Anglo-Vernacular Schools.)

1st Head.—	Arithmetic. Four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.....	100

Maximum of marks.

2nd Head.—Reading prose parts of 4th Book of Vernacular Series (5th Guzerati), with explanation and simple parsing 100

3rd Head.—Writing to Dictation five lines in Balbodh or analogous characters from the 3rd Book of the Vernacular (4th of the Guzerati), Series. Fair Modi or analogous current writing 100

4th Head.—(*a*) Local History, *i.e.*, History of Maharashtra or Guzerat, or the like..... 50

(*b*) General elementary knowledge of the Map of Asia..... 50

Standard IV.

(Qualifies for 2nd Class certificate for entrance to Lower Grades of the Public Service.)

1st Head.—Arithmetic. The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions..... 100

2nd Head.—Reading 5th Book of Vernacular Series (6th Guzerati), with explanation and parsing. (*N.B.*—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Guzerati Grammar, or other analogous work is implied.) 100

3rd Head.—Writing five lines of dictation in Balbodh, or analogous characters from the same. Good Modi or other current writing 100

4th Head.—(*a*) History of India, as in the translation of Morris' India, or any similar text-book. 50

(*b*) General knowledge of the Maps of the World, of Europe, and of India 50

Standard V.

1st Head.—(*a*) Arithmetic complete, including Mental Arithmetic 40

(*b*) Euclid, 1st Book 30

(*c*) Algebra, Four Rules, Integral and Fractional, and Simple Equations..... 30

	Maximum of marks.
2nd Head.—Reading. The highest book of the Vernacular Series, with explanation and Grammar	100
3rd Head.—Written paraphrase of five or six lines of poetry in the Vernacular Series.....	100
4th Head.—(*a*) History of England from any small text-book	50
(*b*) Geography of Great Britain, Map Drawing of India	50

(*N.B.*—A Map to be drawn in the presence of the Inspector.)

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For Colleges and Institutions recognised by the University.

	Rs.
For passing University F. E. A.	200
Ditto Ditto B. A. Examination	350

For European and Eurasian Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ..	4 ..	3 ..	3 ..	.. ..	10
Standard II. ..	5 ..	5 ..	5 ..	.. ..	15
Standard III ..	7 ..	6 ..	6 ..	6 ..	25
Standard IV...	13 ..	13 ..	10 ..	14 ..	50
Standard V. ..	25 ..	25 ..	20 ..	20 ..	90
Standard VI.					150

Grants for girls to be the same as for boys, but in addition to the above, a grant of Rs. 5 may be awarded for good plain needle-work done by any girl who passes in not less than two heads of any Standard.

For English-teaching Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ..	2 ..	2 ..	2 ..	.. ..	6
Standard II. ..	3 ..	3 ..	3 ..	.. ..	9
Standard III. ..	3 ..	3 ..	3 ..	3 ..	12
Standard IV. ..	6 ..	6 ..	4 ..	5 ..	21
Standard V. ..	8 ..	8 ..	7 ..	7 ..	30
Standard VI.					100

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

Grants for girls to be the same as for boys, but in addition to the above, a grant of Rs. 3 may be awarded for good plain needlework done by any girl who passes in not less than two heads of any standard.

For Anglo-Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I.	1½ ..	1½ ..	1 ..	2 ..	6
Standard II.	2 ..	2 ..	2 ..	3 ..	9
Standard III.	3 ..	3 ..	2 ..	4 ..	12
Standard IV.	5 ..	5 ..	5 ..	6 ..	21
Standard V.	7 ..	7 ..	7 ..	9 ..	30
Standard VI.	.....	.....	.....	.....	100

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

For Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I.	As. 6	As. 6	As. 4	.. ..	1
Standard II.	As. 8	As. 8	As. 8	As. 8	2
Standard III.	Rs. 1	Rs. 1	Rs. 1	.. ..	3
Standard IV.	Rs. 1	Rs. 1	Rs. 1	Rs. 1	4
Standard V.	Rs. 1½	Rs. 1½	Rs. 1½	Rs. 1½	6

With capitation allowance of As. 8 on the average attendance of pupils during the year.

In the case of girls, double of each of the grants for passing heads of standards in Anglo-Vernacular and Vernacular Schools will be awarded till further notice. The capitation allowance for girls in Anglo-Vernacular Schools will be Rs. 2, and in Vernacular Schools As. 8, on the average attendance. For any girl who passes under two heads of any standard, a further grant may be made of Rs. 3 in Anglo-Vernacular, and of Rs. 2 in Vernacular Schools, for creditable plain needlework.

N.B.—No capitation allowance will be granted to Private Schools.

SCHEDULE C.

FORMS OF APPLICATION.

FORM I.—*For Schools under Recognised Management.*

Locality and Designation of School.	Class of School (*i.e.*, whether European and Eurasian, English-teaching, Anglo-Vernacular, or Vernacular).	Society or Controlling Body with which the School is connected.	Average annual expenditure on Secular Education.	Probable number of Pupils that will be presented for Examination under each Standard during the year for which a Grant is requested.	REMARKS.

FORM II.

FOR PRIVATE SCHOOLS.

Locality and Description of School.	Class of School (*i.e.*, whether European and Eurasian, English-teaching, Anglo-Vernacular, or Vernacular).	Name of Proprietor or Proprietors.	Date of Establishment.	Names, ages, and places of Education of the Master and Assistant Masters; with University standing, if any.	Other Employment (if any) of Teachers.	Rate or Rates of Fees.	Amount of Fees received during the twelve months preceding the application.	Probable number of Pupils that will be presented for Examination under each Standard during the year for which a Grant is requested.	Name and Residence of Parties to whom reference may be made.

FORM III.

For Colleges and Institutions recognised by the University.

Locality and Designation.	Description of Institution.	Society or Controlling Body with which the Institution is connected.	Average annual expenditure on Secular Education.	Probable Number of Pupils to be presented at each Arts Examination (P.A. and B.A.) during the year for which a Grant is requested.	REMARKS.

By order of the Right Honourable the Governor in Council,

C. GONNE,

Secretary to Government.

Bombay Castle, 24th December 1867.

APPENDIX E.

RETURN of New Applications for Grants-in-Aid registered in the Office of the Director of Public Instruction, for examination during the year 1868-69, *under the Provisional Revised Rules, dated* 24*th December* 1867.

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable number of Pupils to be presented for examination under each Standard.	Utmost amount of Grant payable were all presented candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
1	The Rev. T. C. Wells	Vernacular School of the Irish Presbyterian Churches' Foreign Mission at Rajkote.	Standard I. Boys 20. Ditto II. do. 10.	20 20	10 5	
				40	15	55

2	The Rev. S. Stead, M. A., Secretary Kurrachee European and Indo-European School.	National Day School at Kurrachee, European and Indo-European, under a managing committee elected annually by the subscribers to the School and by the parents or guardians of the children.	Ditto	I. Boys	12.	120	....	
			Ditto	Girls	8.	80	....	
			Ditto	II. Boys	11.	165	....	
			Ditto	Girls	9.	135	....	
			Ditto	III. Boys	7.	175	....	
			Ditto	Girls	5.	125	....	
			Ditto	IV. Boys	6.	300	....	
			Ditto	Girls	5.	250	....	
			Ditto	V. Boys	4.	360	....	
						1,710	....	1,710
3	The Rev. T. K. Weatherhead, Secretary B. C. C. Church Missionary Society.	Anglo-Vernacular School at Malligaum, under Rev. C. Hooke.	Ditto	I. Boys	9.	54	18	
			Ditto	II. do.	11.	99	22	
			Ditto	III. do.	5.	60	10	
						213	50	263
4	Rev. G. C. Reynell, Honorary Secretary Diocesan Board of Education.	Freemasons' Hall School, at Byculla, European and Eurasian, under Hon. Mr. Justice Warden, G. Norman, Esq., J. Cameron, Esq., and the Rev. G. C. Reynell.	Ditto	I. Boys	24.	240	....	
			Ditto	II. do.	15.	225	....	
			Ditto	III. do.	15.	375	....	
			Ditto	IV. do.	10.	500	....	
						1,340	....	1,340
				Carried over.. Rs.		....	....	3,368

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable number of Pupils to be presented for examination under each Standard.	Utmost amount of Grant payable were all presented candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
			Brought over..Rs.	....	....	3,368
5	Rev. G. C. Reynell, Honorary Secretary Diocesan Board of Education.	Girls' School, Poona, European and Eurasian, under Venerable Archdeacon Leigh-Lye, and F. Lloyd, Esq., C.S.	Standard I. Girls 5. Ditto II. do. 17. Ditto III. do. 12. Ditto IV. do. 6.	50 255 300 540	....	
				1,145	....	1,145
6	Ditto ditto	St. Peter's School, Mazagon, European and Eurasian, under the Diocesan Board of Education.	Standard I Boys 6. Ditto II. do. 6.	60 90	....	
				150	....	150

7	The Rev. J. Brunner, S. J., Superior Superintendent St. Vincent's Boys' School at Poona.	St. Vincent's Boys' School at Poona, European and Eurasian, under the Roman Catholic Bishop of Bombay.	Standard I. Boys 7.		70	....	
			Ditto II. do. 8.		120	....	
			Ditto III. do. 42.		1,050	....	
			Ditto IV. do. 19.		450	....	
			Ditto V. do. 5.		450	....	
					2,140	....	2,140
8	The Rev. J. Esseiva, S. J., Catholic Chaplain, Belgaum	Catholic Girls' School at Belgaum, European and Eurasian, under the Catholic Chaplain for the time being.	Standard I. Girls 10.		100	....	
			Ditto II. do. 5.		75	....	
			Ditto III. do. 5.		125	....	
					300	....	300
9	Mr. Dinshaw Dosabhoy ..	Parsee Boys and Girls' School at Surat, Vernacular.	Standard I. Boys 45.		45	....	
			Ditto Girls 26.		52	....	
			Ditto II. Boys 21.		42	....	
			Ditto Girls 17.		68	....	
			Ditto III. Boys 12.		35	....	
			Ditto Girls 10.		60	....	
					303	....	303
				Carried over.. Rs.	....	....	7,406

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable number of Pupils to be presented for examination under each Standard.	Utmost amount of Grant payable were all presented candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
			Brought over..Rs.	....	....	7,406
10	The Rev. J. S. Taylor and the Rev. W. McMordie.	Vernacular Raipur Mission School at Ahmedabad.	Standard I. Boys 10.	10	5	
			Ditto II. do. 11.	22	5½	
			Ditto III. do. 11	33	5½	
			Ditto IV. do. 12.	48	6	
				113	22	135
11	Ditto ditto	Anglo-Vernacular Mission School at Ahmedabad.	Standard I. Boys 15.	90	30	
			Ditto II. do. 45.	405	90	
			Ditto III. do. 35.	420	70	
			Ditto IV. do. 40.	840	80	
				1,755	270	2,025

12	Ditto ditto	Vernacular Kalipur Mission School at Ahmedabad.	Standard I. Boys 13.	13	7½	
			Ditto II. do. 8.	16	4	
			Ditto III. do. 6.	18	3	
			Ditto IV. do. 2.	8	1	
				55	15½	70½
13	Rev. John Wilson, D. D., Convener of the Free General Assembly's Institution.	Free General Assembly's Institution (College Division) Bombay.	F. E. A. Boys 14.	2,800	....	
			B. A. do. 3.	1,050	....	
				3,850	....	3,850
14	Mr. Nand Shankar Tulja Shankar, Secretary Roychand Deepchand Girls' School, Gopipura, Surat.	Roychand Deepchand's Girls' School, Vernacular, under a Committee.	Standard I. Girls 45.	90	....	
			Ditto II. do. 30.	120	....	
			Ditto III. do. 10.	60	....	
				270	....	270
15	Ditto ditto Haripura, Surat.	Ditto ditto	Standard I. Girls 25.	50	....	
			Ditto II. do. 15.	60	....	
			Ditto III. do. 7.	42	....	
				152	....	152
16	Ditto ditto Serampore, Surat.	Ditto ditto	Standard I. Girls 15.	30	....	
			Ditto II. do. 4.	16	....	
			Ditto III. do. 1.	6	....	
				52	....	52
			Total Rs.....	....	....	13,960½

APPENDIX F.

GOVERNMENT RESOLUTIONS, NOTIFICATIONS, &c.

No. 1.

GOVERNMENT RESOLUTION No. 338.

Extract from the Proceedings of the Government of Bombay in the Educational Department, dated 15th June 1867.

Read the following papers :—

Docket from the Legislative Department, No. 119, dated the 18th May 1867.

Forwarding copy of a Resolution No. 113, dated 13th May 1867, passed by Government in that Department, relative to the action to be taken on Act XXV. of 1867 (*An Act for the regulation of Printing Presses and Newspapers, for the preservation of copies of books printed in British India, and for registration of such books.*)

Letter from the Director of Public Instruction, No. 543, dated the 30th May 1867.

With reference to your endorsement No. 233, dated 25th instant, on correspondence herewith returned, I have the honour to submit to Government the following suggestions :—

(1.) That Collectors of all Mofussil Districts, and in Bombay either the Collector or such officer as Government may prefer, be directed to carry out Sections IX., X., XII., XIII., and XIV. of Act XXV. of 1867.

(2.) That each Collector, or other Officer appointed by Government, be directed, in reference to Section XI., to forward to the Secretary to Government (Educational Department) two copies of each work received, and that the Secretary to Government be directed to transmit one of these copies to the Secretary of State for India, and the second to the Registrar of the University of Bombay, for

custody in the University Library. And that each Collector, or other Officer, be directed to forward the third copy of each work received by him to the Officer appointed to keep a Catalogue of books printed, in order that such copy after being catalogued, may be afterwards disposed of as the Governor General shall direct.

(3.) That each Collector, or other Officer be instructed to keep an account of the sums disbursed by him for copies of works received, and *per contra* an account of the fines recovered by him from parties infringing the Act. That these accounts be annually embodied in the Accountant General's Office, and that the fines recovered be set off against the sums expended.

(4.) That the Director of Public Instruction be appointed by Government under Section XVIII. to keep the "Catalogue of Books printed in British India" for the Bombay Presidency, to correspond with parties as to their wish to have their respective Books registered under Act XX. of 1847, and to make quarterly publications of the Memoranda registered. That a Pundit or Native Scholar be attached to the Director of Public Instruction's Office, on terms to be hereafter settled, to assist in making the Catalogue, and in conducting the correspondence.

RESOLUTION.—These suggestions should be approved, and orders issued accordingly.

Ordered that copies of the above be forwarded to—

ALL COLLECTORS.
THE COLLECTOR OF BOMBAY.
THE REGISTRAR OF THE UNIVERSITY OF BOMBAY. (By letter.)
THE DIRECTOR OF PUBLIC INSTRUCTION.
THE ACCOUNTANT GENERAL, BOMBAY.
THE LEGISLATIVE DEPARTMENT OF THE SECRETARIAT.
THE GENERAL DEPARTMENT OF THE SECRETARIAT.

(Signed) C. GONNE,
Secretary to Government.

No. 383.

Extract from the Proceedings of Government in the Educational Department, dated the 8th July 1867.

Extract paragraph 1 *from a letter from the Assistant Secretary to the Government of India in charge of the Home Office, dated Fort William, the 25th June* 1867 :—

As Act XXV. of 1867—an Act for the regulation of Printing Presses and Newspapers, for the preservation of copies of books printed in British India, and for the registration of such books—will come into operation from the 1st July next, I am directed to state for the information of His Excellency the Governor of Bombay that books, &c., published before that date should continue to be registered under the provisions of Act XX. of 1847, while those "first delivered out of the Press" on and after 1st July 1867 will necessarily be registered under the new Act.

RESOLUTION.—Extract paragraph 1 of this letter should be forwarded to each of the Officers and Departments named in the Resolution, No. 338, dated the 15th June 1867.

(Signed) C. GONNE,
Secretary to Government.

To The Director of Public Instruction.

No. 2150.

From E. C. BAYLEY, Esq.,
Secretary to the Government of India,

To THE SECRETARY TO THE GOVERNMENT OF BOMBAY.

HOME DEPARTMENT.
Public. *Simla, the 18th July* 1867.

SIR,—In supersession of letter No. 138, dated the 25th ultimo, to your address, which was issued under a misapprehension from the Calcutta branch of this office, I am directed to communicate the following remarks for the information of His Excellency in Council.

2. The law, as left by Act XXV. of 1867, recognises two kinds of registration, viz. registration of books, and registration for copyright of books.

3. Registration of books is created by Act XXV., and made compulsory by its Section 18. Registration for copyright of books is not new, it was established by Act XX. of 1847, which has not been repealed by Act XXV. of 1867.

4. By Section 18 of the latter Act, the payment of Rupees 2 gives to a registration under that Section the force of a registration for copyright under the old Act. With regard, therefore, to books "first delivered out of the Press" before 1st July 1867, registration for copyright can only be performed under Act XX. of 1847; but registration for copyright of books issued after that date, may be made under the provision of either Act.

I have the honour to be, &c.,
(Signed) E. C. BAYLEY,
Secretary to the Government of India.

No. 2558 OF 1867.

JUDICIAL DEPARTMENT.

Copy to be forwarded to the Officers and Departments concerned, in supersession of Government Resolution in the Educational Department No. 383, of 8th July 1867.

(Signed) N. DANIELL,
Acting Under Secretary to Government.

Bombay Castle, 31st August 1867.

To

All Collectors.
The Collector of Bombay.
The Registrar of the University of Bombay.
The Director of Public Instruction.
The Accountant General, Bombay.
The Legislative Department of the Secretariat.
The General Department of the Secretariat.
The Commissioner in Sind.

No. 294 of 1868.

JUDICIAL DEPARTMENT.

Bombay Castle, 29th January 1868.

Letter from the Secretary to the Government of India No. 85, dated 9th January 1868, requests, with reference to Section XI. of Act XXV. of 1867, that this Government will forward as early as possible, for deposit in his office, one copy of each of the Books, &c. delivered to Government and registered during the quarter ending 30th September 1867, accompanied by a copy of the Catalogue for the same period, and that in forwarding to the Secretary of State the first copy of each of Books, &c. accompanied by a copy of the Catalogue, this Government will forward to the Home Government an additional copy of the Catalogue for presentation to the Royal Asiatic Society.

RESOLUTION.—Copy of this letter should be forwarded to the Director of Public Instruction, who should be requested to forward to this office at his earliest convenience the Books referred to, together with necessary memoranda, of which a few spare copies should also be forwarded.

2. Of the 2 copies of each work hitherto sent to Government, one copy has been forwarded to the Secretary of State and one (after receiving notice of Registration) to the University Library.

(Signed) W. WEDDERBURN,
Under Secretary to Government.

To the Director of Public Instruction.

No. 85.

From E. C. BAYLEY, Esq.,
Secretary to the Government of India.

To THE SECRETARY TO THE GOVERNMENT OF BOMBAY.

Fort William, the 9th January 1868.

HOME DEPARTMENT.
Public.

SIR,—With reference to Act XXV. of 1867 (entitled an Act for the regulation of Printing Presses and Newspapers, for the preservation of copies of books printed in British India, and for the registra-

tion of such Books), I am directed to request that, under the provisions of Section XI., you will be good enough to forward, as early as possible, for deposit in this office, one copy of each of the Books, &c., delivered to Government, and registered during the quarter ending 30th September 1867, accompanied by a copy of the Catalogue for the same period.

2. In forwarding to the Secretary of State for India the first copy of each of the Books, &c., received and registered during each quarter, accompanied by a copy of the Catalogue in which the Books are entered, I am desired to request that you will move the Government of Bombay to forward to the Home Government an additional copy of the Catalogue for presentation to the Royal Asiatic Society.

I have the honour to be, &c.

(Signed) E. C. BAYLEY,
Secretary to the Government of India.

(True copy)
(Signed) G. MILES,
Assistant Secretary to Government.

ACTS.

Keeping Catalogue of Books registered under Act XXV. of 1867.

No. 374 OF 1868.

JUDICIAL DEPARTMENT.

Bombay Castle, 4th February 1868.

Letter from the Director of Public Instruction No. 1216, dated 5th August 1867, suggests that the Officer whom it is contemplated by Government to appoint "Reporter on Native Newspapers," be attached to his office, with the additional duty of keeping the "Catalogue of Books printed in British India" for the Bombay Presidency, required by Act XXV. of 1867, and conducting the correspondence in connection with Section 18 of the said Act, states that he would take a personal interest in supervising the work of the Reporter, and that the greater part of the Reporter's salary might be provided from the grant of Rs. 3,000 per annum now assigned to the Educational Department for the "Patronage of Literature."

Further from ditto Nos. 1758 and 1954, dated 27th September and 11th October, on the same subject, and acknowledging the receipt of certain books sent to him for Registration, and submitting lists of others that have been already "recorded" or "registered."

RESOLUTION.—The Reporter on Native Newspapers should be placed under the Director of Public Instruction, and appointed also to assist in keeping the Catalogue of Books. In the General Department steps should be taken at once to obtain sanction to the appointment of this officer on suitable salary and establishment from the 1st April next, on which date the whole of the sum of Rs. 3,000 now sanctioned for the Patronage of Literature would be available. Rupees 50 per mensem, independent of the salary payable as Reporter of Newspapers, should be assigned for the work of keeping the Catalogue under the Director. Rupees 2,400 will then remain available out of the Rupees 3,000 towards the expenses of the Reporter's Salary.

2. It should be explained to the Government of India why the services of the Curator cannot in this Presidency be made use of, and sanction should be asked to the above arrangement, the Director meanwhile being authorised to expend Rupees 50 per mensem in assisting him in the Catalogue as a debit to the assignment of Rupees 3,000 above referred to.

(Signed) W. WEDDERBURN,
Under Secretary to Government.

To

The Director of Public Instruction.
The General Department (with the original papers to be returned when done with).
The Accountant General.
The Educational Department.

ACTS.

Rules for Carrying out the objects of Act XXV. of 1867.

No. 377 OF 1868.

JUDICIAL DEPARTMENT.

Bombay Castle, 5th February 1868.

Letter from the Director of Public Instruction, No. 1757, dated 27th September 1867, requests attention to Section 18 of Act

XXV. of 1867, and points out that a distinction of terms is required between the registration of Books for purposes of Record, and Registration (after payment of Rs. 2) for copyright. Proposes to use the term "Recorded" for the former, and "Registered" for the latter. States that it is generally impossible to enter all the particulars required in Section 18, and suggests that Collectors be directed to require printers or publishers to fill up a form containing the particulars for transmission to his (the Director's) office.

From the Acting Commissioner in Sind, Nos. 473 and 978, dated respectively the 29th July and 7th December 1867, submits proposals for carrying out the provisions of Act XXV. of 1867 in the Province of Sind, and the grounds on which the Judicial Commissioner considers that the Commissioner in Sind is a Local Government for the purposes of the said Act.

RESOLUTION.—The Right Honourable the Governor in Council is pleased under Section 20 of Act XXV. of 1867 (An Act for the regulation of printing presses and newspapers, for the preservation of copies of Books printed in British India, and for the Registration of such Books) to make the following Rules for carrying out the objects of the said Act :—

I. The three copies of the Books referred to in Section 9 will, in the Mofussil, be delivered by the printer at the Collector's Head Quarters Station, to the Collector of the district in which the press issuing the work is situated. Copies of Books issued from a press situated in Bombay will be delivered to the Collector of Bombay at his office. When delivering books under this Rule, the printer will present a bill of the cost, and fill up a form containing the particulars specified in Section 18.

II. The Collector will, with reference to Section 11, send two copies of each book received to the Secretary to Government Judicial Department, who will transmit one copy to the Secretary of State for India, and dispose of the other copy as directed by the Governor General in Council. The Collector will send the third copy to the Director of Public Instruction, who, after registration, will forward it to the Registrar of the Bombay University.

III. Any fines recovered under this Act will be remitted, in the Mofussil, to the Collector of the District, and in Bombay to the Collector of Bombay. Each of these officers will keep an account of receipts

and disbursements under this Act, and those accounts will annually be embodied in the Accountant General's office, the financial result being reported to Government.

IV. The Director of Public Instruction is appointed under section 18 to keep the "Catalogue of Books printed in British India," for the Bombay Presidency. He will make the quarterly publication in the *Government Gazette* required by section 19, and send four copies of the Memoranda so published to the Secretary to Government, Judicial Department. Of these copies two will be transmitted to the Secretary of State for India, and one to the Secretary to the Government of India, Home Department.

2. These Rules should be published in the *Government Gazette*, and notice should then be given that the Notifications of 2nd July and 11th September 1867 are withdrawn.

3. The Director of Public Instruction has proposed that the terms "recorded" and "registered" should be used in a technical sense with reference to section 18. Government consider that it is not advisable to alter the use of the words employed in the Act. Where the Director of Public Instruction proposes to use the word "recorded" the word "registered" should be used, and where he would use "registered" the terms "registered for copy-right" should be used. This would make a sufficient distinction.

4. There does not seem to be sufficient reason for making separate provision for Sind, and till the Commissioner in Sind is declared authoritatively to be a Chief Commissioner, the Rules now ordered should be held applicable to all the Presidency.

5. The Acting Judicial Commissioner in Sind has suggested that duplicate of the declaration made under Part II. should go to the District Court. He also proposes that the Magistrate referred to in clause I. of section 4 should be declared to be the Magistrate of the District. But Government does not consider that action on these points is necessary. If, in Sind, the person possessing a press were to subscribe before one of the Deputies, it would be sufficient.

(Signed) W. WEDDERBURN,
Under-Secretary to Government.

To The Director of Public Instruction.
The Commissioner in Sind.

NOTE.—The Rules will be published in the next *Government Gazette*.

No. $\frac{17}{1085}$.

From J. GEOGHEGAN, Esq.,
Under-Secretary to the Government of India,

To The SECRETARY TO THE GOVERNMENT OF BOMBAY.

HOME DEPARTMENT.

Fort William, the 2nd March 1868.

SIR,—With reference to last clause of Section 18 and to Section 19 of Act XXV. of 1867, extracted in the margin, I am desired to request that in the quarterly List of Books submitted under the latter Section, a note may be inserted opposite the names of those books for which registration for copyright has been effected by the payment of Rupees two.

Section 18, last clause.—Every registration under this Section shall, upon payment of the sum of Rupees two to the Officer keeping the said Catalogue, be deemed to be an entry in the Book of Registry kept under Act No. XX. of 1847, and the provisions contained in that Act, as to the said Book of Registry, shall apply, *mutatis mutandis*, to the said Catalogue.

Section 19.—The memoranda registered during each quarter in the said Catalogue shall be published in the Local *Gazette* as soon as may be after the end of such quarter, and a copy of the memoranda so published shall be sent to the said Secretary of State, and to the Secretary to the Government of India in the Home Department, respectively.

I have the honour to be, &c.

(Signed) A. HOWELL,

For J. GEOGHEGAN,
Under-Secretary to the Government of India.

No. 705 OF 1868.

JUDICIAL DEPARTMENT.

Copy forwarded to the Director of Public Instruction for guidance, with reference to to para. 3 of this Government Resolution No. 377 of 5th February 1868.

(Signed) W. WEDDERBURN,
Under-Secretary to Government.

Bombay Castle, 10th March 1868.

No. 2.

GOVERNMENT RESOLUTION No. 659.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 7th November 1867.

The Secretary to the Government of India, No. 5656, *dated the* 18*th October* 1867.

Forwards copy of correspondence between the Chief Commissioner, Central Provinces, and the Government of India, and states that the Governor General in Council would be glad if the instructions therein laid down for the preparation of the statistics required in the annual Educational Reports could be communicated to the Educational Department in this Presidency.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction.

(Signed) C. GONNE,
Secretary to Government.

To THE DIRECTOR OF PUBLIC INSTRUCTION. (With copy of the above letter.)

No. 5656.

From E. C. BAYLEY, Esq.,
Secretary to the Government of India,

To The SECRETARY TO THE GOVERNMENT OF BOMBAY.

HOME DEPARTMENT.
Education.

Simla, the 18*th October* 1867.

SIR,—I am directed to forward herewith copy of the correspondence noted in the margin, and to state that the Governor General in Council would be glad if the instructions therein laid down relative to the preparation of the statistics required in the annual Educational Reports, could be communicated to the Educational Department in Bombay.

From Chief Commissioner, Central Provinces, No. 3869-345, dated 20th September 1867.
To ditto ditto No. 5655, dated 18th instant.

I have, &c.,
(Signed) E. C. BAYLEY,
Secretary to Government of India.

No. 3869-345.

From C. BERNARD, Esq.,

Secretary to the Chief Commissioner, Central Provinces,

To The SECRETARY TO THE GOVERNMENT OF INDIA,

Home Department, Simla.

Dated Nagpore, the 20th September 1867.

The Officiating Chief Commissioner is very reluctant to trouble the Supreme Government with a further reference regarding annual Educational Returns.

2. But the Director of Public Instruction has pointed out that the Bengal Tables, referred to in your letter, marginally noted, appear to be compiled in two not unimportant respects, on a different system to that observed in other Provinces. Those two points are—

No. 3867, dated 24th August 1867.

1st. In Returns I. to XIV. of Bengal there is a column headed "*Average number of pupils on the Rolls monthly.*" This heading is not found in the Returns of other Provinces. Should it now be retained?

2nd. In Bengal the cost of educating each pupil is computed by dividing the "*average monthly number on the Rolls*" into the total expenditure; whereas, in other Provinces, the "*average daily attendance*" is divided into the total expenditure to find the average cost of each pupil.

3. The difference between the estimated average cost of each pupil, differs considerably according to the manner in which it is reckoned. It seems desirable that the reckoning should be made on the same principle in all Provinces, and therefore the officiating Chief Commissioner ventures to trouble the Supreme Government on the matter.

4. In Mr. Morris's opinion the Bengal mode of reckoning is the least preferable of the two.

No. 5655.

From E. C. BAYLEY, Esq.,

Secretary to the Government of India.

To The OFFICIATING CHIEF COMMISSIONER CENTRAL PROVINCES.

HOME DEPARTMENT.

Education. *Simla, the 18th October 1867.*

SIR,—I am directed to acknowledge the receipt of your Secretary's letter No. 3869-345, dated the 20th ultimo, pointing out (1) that, in I. to XIV. of the Educational Returns submitted in the annual Educational Report from Bengal, there is a column headed "*Average number of pupils on the Rolls monthly*" (a heading which is not found in the Returns of other Provinces), and inquiring whether this column should be retained, and (2), that in Bengal the cost of educating each pupil is computed by dividing the "*average monthly number on the Rolls*" into the expenditure, whereas, in other Provinces, the "*average daily attendance*" is divided into the total expenditure to find the average cost of educating each pupil.

2. In reply, I am directed to state that the "*average number of pupils on the Rolls monthly*" unquestionably affords the best data for calculating the average fee paid by each pupil, and the average cost of education per pupil. Pupils on the Rolls pay fees, and they may also be said to be under tuition; for a boy, who is absent from School for a few days in the month, is nevertheless under tuition.

3. The average daily attendance is always less than the "*average number of pupils on the Rolls monthly,*" and does not, in the opinion of the Governor General in Council, give so good a basis for the above-mentioned calculations; but it is useful to have information respecting the average daily attendance, for the difference between it and the average number of pupils on the Rolls, shows often where there is a want of interest and consequent irregular attendance.

4. For the above reasons the heading "*Average number of pupils on the Rolls monthly,*" should be introduced into all Educational Reports.

I have, &c.,

(Signed) E. C. BAYLEY,

Secretary to the Government of India.

(True copies)

(Signed) A. COWAN,

Assistant Secretary.

No. 2452 OF 1867-68.

Poona, Office of the Director of Public Instruction,
30th November 1867.

To C. GONNE, Esq.,
Secretary to Government, Educational Department.

SIR,—With reference to Government Resolution No. 659, dated 7th instant, I would respectfully beg that the Government of India may be asked whether it is compulsory upon this Department to estimate the average cost of education per pupil by dividing the *average monthly number on the Rolls*, instead of, as at present, the *average daily attendance*, into the total expenditure.

2. I am humbly of opinion that this change would diminish the accuracy of the Educational statistics submitted by this Department, and would therefore be a retrograde step.

3. The recent ruling of the Government of India amounts to this—that any pupil who attends School for a single day in any month is to be considered as having been under tuition, that is, as having attended School, during the whole month.

4. There are certain classes of Schools in which we have to guard against extreme irregularity. In the first place, Girls' Schools, in which it is not the least uncommon for pupils to appear for one or two days in a month, and for the rest of the time to absent themselves; *Secondly*, Schools for Minor Chiefs and Sirdars, to which exactly the same remark applies; *Thirdly*, aided Schools in which from a variety of causes attendance tends to be irregular.

5. Now if, as happened recently in this Presidency, I have to report an average daily attendance of 400 girls out of 1,000 "on the rolls," the real cost of education per pupil is surely not obtained by taking the latter number as the divisor of the total expense.

6. Again, when the question arises (as it often does) of the comparative cost of education in Governmental and aided Schools, it is surely best to divide by the numbers *actually* under instruction (average daily attendance), and not by the numbers *nominally* under instruction (average monthly number on the rolls).

7. Finally, I would beg to bring to notice that in Government Schools the expense is really regulated by the average daily attendance, and not by the numbers on the rolls. Thus, we

calculate our School-buildings on the principle that a school of, say, 140 boys will give an average daily attendance of 120, and we provide superficial space accordingly. And we decide on the number of masters to be allotted to each School, by allowing one master for every 25 boys in average daily attendance.

8. The capitation allowance, which forms part of our Grant-in-aid system, is awarded according to the average daily attendance of pupils, which thus plays an important part in regulating the outlay of Government upon aided Schools.

9. Under the above considerations I would ask that the recent orders of the Government of India may, as far as regards this Presidency, be reconsidered. I am aware that if in Bengal the cost of education is calculated in reference to the average monthly number on the Rolls while in Bombay it is calculated by average daily attendance, we shall appear to disadvantage, as Education will seem to be provided *pro tanto* more cheaply in Bengal. But to this consideration I am comparatively indifferent, provided we are allowed to adhere to our present exact and strictly truthful system.

10. The forms hitherto prescribed to us contain one column for "Number on the Rolls at the end of the year," and one column for "average daily attendance." I am of opinion that for the former heading it would be well to substitute "average monthly Number on the Rolls," which would show the pupils *nominally* under instruction throughout the year. But I think that the average cost per pupil should be obtained by using the average daily attendance as divisor.

I have, &c.,

(Signed) A. GRANT,
Director of Public Instruction.

No. 41.

EDUCATIONAL DEPARTMENT.
Bombay Castle, 25th January 1868.

The Secretary to the Government of India, Home Department, No. 13, *dated the* 10*th January* 1868.

Conveys in reply to the letter from this Government No. 84, dated the 10th ultimo, the observations of the Government of India

with reference to the objections of the Director of Public Instruction to their ruling, viz., that the average fee paid by each pupil, and the average cost of education should be calculated from the average number of pupils on the rolls monthly, and not by the average daily attendance.

States, at the same time, that the Government of India would not press further the adoption of their rule if, on mature consideration of the question, His Excellency the Governor in Council should still be of opinion that Sir A. Grant's views should be carried out, and adds that in that case it will be sufficient if the statistics both of "average number on the rolls monthly, and average daily attendance" are shown in the Returns forwarded to the Government of India, and the calculation can then be made from either number, as may be necessary for purposes of comparison.

RESOLUTION.—Copy should be forwaded to Sir A. Grant for any further remarks he may have to submit, with reference to his letter No. 2452, dated 30th November last.

(Signed) W. WEDDERBURN,
For Secretary to Government.

TO THE DIRECTOR OF PUBLIC INSTRUCTION. (With copy of the above letter.)

No. 13.

From E. C. BAYLEY, Esq.,
Secretary to the Government of India,

To C. GONNE, Esq.,
Secretary to the Government of Bombay.

Dated Fort William, the 10th January 1868.

HOME DEPARTMENT.
Education.

SIR,—I am directed to acknowledge the receipt of your letter No. 84, dated the 10th ultimo, with enclosure, containing the objections of the Director of Public Instruction to the ruling of the Government of India, dated the 18th of October last, that the average fee paid by each pupil, and the average cost of education should be calculated from the average number of pupils on the rolls monthly, and not by the average daily attendance.

2. In reply, I am to observe that Sir A. Grant seems to found his objection on cases which would be extremely exceptional. Girls' Schools are in all respects exceptional, and neither they nor Schools for minor Chiefs and Sirdars should affect the statistics of general education.

3. Sir A. Grant has not adverted to the bearing on the question of the payment of fees. It is obvious that if all the pupils on the rolls pay fees (and unless a pupil does pay fees in a fee-paying School, his name ought to be struck off the rolls), and if the average fee is calculated by average daily attendance, and not by the average number on the rolls, the average fee shown will be much higher than the real fee, and the Educational Returns so calculated will not, in this respect at least, show accurate results.

4. In ordinary Schools, the payment of fees, it appears to the Governor General in Council, is the best test of being 'on the rolls;' and when pupils pay fees, it is only reasonable to suppose that their attendance will be sufficiently regular for beneficial education, and to ensure that a calculation of average fee and average cost, based on average number on the rolls, will be approximately correct.

5. The Governor General in Council is not, moreover, satisfied, even as regards the proposed mode of calculating by attendance, that really accurate Returns of average daily attendance are to be obtained with existing machinery. The main advantage in adopting this rule would consist in its being uniform with that prescribed for other parts of India. But if, on a mature consideration of the question, His Excellency the Governor in Council should still prefer Sir A. Grant's proposal, the Government of India would not press futher the adoption of their rule. In that case, it will be sufficient if the statistics both of "average number on the rolls monthly," and "average daily attendance" are shown in the Returns forwarded to the Government of India, and the calculation can then be made from either number, as may be necessary, for purposes of comparison.

I have the honour to be, &c.,

(Signed) E. C. BAYLEY,
Secretary to the Government of India.

True copy,

(Signed) P. RYAN,
Assistant Secretary.

No. 3442 OF 1867-68.

Poona, Office of the Director of Public Instruction,
25th February 1868.

To C. GONNE, Esq.,
Secretary to Government, Educational Department.

SIR,—I have the honour to acknowledge receipt of Government Resolution No. 41, dated 25th ultimo, forwarding copy of letter No. 13, dated 10th idem, from Secretary to Government of India.

2. In reference thereto I beg to state that the question previously raised, was, which is the best mode of obtaining the average cost per head of pupils? By using average monthly number on the rolls, or average daily attendance as divisor?

3. Mr. Bayley's letter raises a new question, namely, which is the best mode of obtaining the average rate of fee?

4. There can be no doubt, I think, that the answer to each of these two questions should be different. The best mode of obtaining average cost per head, is clearly to divide by the average number in daily attendance. The best mode of obtaining average rate of fee, is, to divide by the average monthly number on the rolls, and these two methods I propose, with the permission of Government to adopt.

I have, &c.,
(Signed) A. GRANT,
Director of Public Instruction.

No. 3.

GOVERNMENT RESOLUTION No. 593 OF 1867.

EDUCATIONAL DEPARTMENT.

Copy of the following extract is forwarded to the Director of Public Instruction for information.

By order of the Right Honourable the Governor in Council,
(Signed) C. GONNE,
Secretary to Government.

Bombay Castle, 10th October 1867.

Extract from a letter from the Secretary to the Government of India, Home Department, to the Secretary to Government, Punjab (No. 64-4789, dated Simla, the 21th September 1867).

I am directed to acknowledge the receipt of your letter No. 371, dated the 2nd instant, with enclosure from the Director of Public Instruction, affirming, with reference to paragraphs 51 and 53 of Mr. Monteath's recent Note on Education, that the attendance in the Colleges in the North Western Provinces, and possibly also elsewhere, is not strictly confined, as in the Punjab Colleges, to matriculated students, and suggesting the issue of instructions generally for the compilation of Educational statistics on a uniform system.

2. In reply, I am directed to state that the orders of the Government of India on the subject are, that only matriculated students are to be included in the College Returns, and it is believed that this Rule is generally adhered to. The attention of the Government of the North-Western Provinces, and of Local Governments, will be invited to the point.

No. $\frac{61}{4792.}$

Forwarded to the Government of Bombay for information and guidance.

By order, &c.,

(Signed) E. C. BAYLEY,
Secretary to the Government of India.

Home Department, Simla,
The 24th September 1867.

No. 12.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 11th January 1868.

The Secretary to the Government of India, No. 1253, *dated the 11th December* 1867.

Forwards, with reference to endorsement No. 4792, dated 24th September last, conveying the orders of the Government of India relative to matriculated students being included in the College Returns, a copy of further correspondence on the subject.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction in continuation of Government endorsement No. 593 of the 10th October last.

(Signed) C. GONNE,
Secretary to Government.

TO THE DIRECTOR OF PUBLIC INSTRUCTION. (With copy of the letter of the Government of India and of its enclosure.)

No. 1252.

From E. C. BAYLEY, Esq.,
Secretary to the Government of India,

To R. S. ELLIS, Esq., C.B.,
Chief Secretary to the Government of Fort St. George.

Dated Fort William, the 11th December 1867.

HOME DEPARTMENT.

SIR,—I am directed to acknowledge the receipt of your letter of the 11th ultimo, No. 354, proposing that, in future, only matriculated students, who are pursuing their studies in an Institution which can, and does educate, up to the B.A. standard, should be entered in the Statistical Returns as "College Students."

2. In reply, I am desired to say that the main object of the return in question is to ascertain the number of students who are pursuing their studies beyond the University entrance course; and there is apparently no reason why a student studying for the First Arts Examination in an Institution which is able to educate up to the B.A. standard, and does educate some pupils up to that standard, should be included in the Returns, while another student, in precisely the same condition, viz., studying for the First Arts Examination, though in an Institution which does not profess to educate up to the B.A. standard, should be excluded.

3. As the information required by the Government of India is the number of students pursuing their studies *beyond* the Entrance Examination, it does not matter for this purpose in what Institution such pupils are pursuing their studies. It may hereafter be found convenient to sub-divide such students into those studying for (say)

First Arts, B.A., M.A., &c., and there can be no objection to the sub-division proposed so long as the main object above stated is kept in view.

4. I am to add that the Government of India would have left a matter of detail of this kind entirely to the discretion of the Madras Government, were it not desirable to get the Educational statistics prepared throughout India as far as possible on the same principle, in view to a general compilation from all the Reports, similar to that which was drawn up for 1865-66. On the above ground, a copy of this correspondence will be circulated for general information.

I have the honour to be,
Sir,
Your most obedient Servant,
(Signed) E. C. BAYLEY,
Secretary to the Government of India.

No. 1253.

*Government of Bombay.
" Bengal.
" North Western Provinces.
" Punjab.

Copy of correspondence forwarded to Local Governments* for information, in continuation of No. $\frac{04}{4702}$, dated 24th September.

(Signed) E. C. BAYLEY,
Secretary to the Government of India.

No. 354.

From R. S. ELLIS, Esq., C.B.,
Chief Secretary to the Government of Fort St. George,

To E. C. BAYLEY, Esq.,
Secretary to the Government of India.

Dated the 11th November 1867.

SIR,—I am directed to acknowledge the receipt of an extract from a letter addressed to the Secretary to the Government, Punjab, furnished to the Madras Government with your endorsement of the

24th September last, No. 64-4791, calling attention to orders of the Government of India that only matriculated students are to be included in the College Returns, and expressing their belief that this rule is generally adhered to.

2. That extract was referred to the Director of Public Instruction, and in now forwarding his reply, I am to inquire, with reference to Mr. Powell's remarks, whether it is the wish of the Government of India that all matriculated students are to be entered as college students in the annual statistics of attendance. I am at the same time to suggest that it would be advisable to enter in the Returns of Colleges only those Institutions which, in the opinion of the Director, are able to educate, and do educate, up to B.A. Degree Standard, and that the number of matriculated students, prosecuting their studies in other Institutions, should be shown separately, either in a separate Return, or in the body of the Annual Report.

(True Copies)
(Signed) P. RYAN,
Assistant Secretary.

No. 4.

GOVERNMENT RESOLUTION No. 663.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 8th November 1867.

The Director of Public Instruction, No. 2147, *dated the 26th October* 1867.

Acknowledges receipt of Government Resolution No. 622, dated the 21st instant, and with reference to paragraph 3 of Mr. Under-Secretary Howell's letter, therewith forwarded, states, for the information of the Government of India, that the term "Private Schools" is meant simply to designate Schools under private, as distinguished from Government management.

RESOLUTION.—Copy should be submitted to the Government of India, with an expression of the concurrence of this Government in the views of Sir A. Grant.

(Signed) C. GONNE,
Secretary to Government.

To THE DIRECTOR OF PUBLIC INSTRUCTION.
THE GOVERNMENT OF INDIA. (By letter.)

No. 5.

GOVERNMENT RESOLUTION No. 4373.

Examinations.

REVENUE DEPARTMENT.

Bombay Castle, 13th December 1867.

Letter from the Director of Public Instruction No. 2507, dated 4th December 1867—Suggesting, for reasons which he gives, that Candidates for examination under the rules laid down in the Government Resolution No. 3259 A, dated the 12th September 1866, for admission to the lower grades of the Public Service, be charged one Rupee and eight annas per head for First and Second Class Certificates respectively.

RESOLUTION.—The only fear is that if a fee is charged the holder of the Certificate may consider himself entitled, by reason of the payment, to claim an appointment. But the amount proposed to be charged is so small that the objection may be considered hardly applicable. The Director is therefore authorized to charge the fee proposed. He should take care that due notice is given.

(Signed) H. E. JACOMB,

For Acting Chief Secretary to Government.

To

The DIRECTOR of PUBLIC INSTRUCTION,
The REVENUE COMMISSIONER S. D.,
The REVENUE COMMISSIONER N. D.,
The COMMISSIONER in SIND,
The COMMISSIONER of CUSTOMS, SALT, and OPIUM,
The CONSERVATOR of FORESTS,
The ACCOUNTANT GENERAL,
The SURVEY and SETTLEMENT COMMISSIONER N. D.,
The SURVEY and SETTLEMENT COMMISSIONER S. D.,
All DEPARTMENTS of the SECRETARIAT.

APPENDIX G.

LETTERS, CIRCULARS, &c. FROM THE DIRECTOR OF PUBLIC INSTRUCTION, DURING 1867-68.

No. 1.

No. 1475 of 1867-68.

Poona, Office of the Director of Public Instruction, 26th August 1867.

CIRCULAR.

To The EDUCATIONAL INSPECTORS, Central, Northern, and Southern Divisions, and in Sind, respectively.

SIR,—I have the honour to request that whenever you make any Educational appointment in your Division of Rs. 30 per mensem or more, you will report the appointment and its date to this Office, and at the same time forward complete information relative to the person appointed, under the form adopted in the Departmental Directory.

I have the honour, &c.,

(Signed) A. GRANT,
Director of Public Instruction.

No. 2.

No. 2506 of 1867-68.

Poona, Office of the Director of Public Instruction, 4th December 1867.

CIRCULAR.

To The EDUCATIONAL INSPECTORS, Central, Northern, and Southern Divisions, and in Sind, respectively.

SIR,—I have the honour to request that you will cause the following rules, in supersession of former orders, to be carried out with regard to the Anglo-Vernacular Schools in your Division.

1st. The fee for every boy learning English, whether in a First Grade or Second Grade Anglo-Vernacular School, is to be one Rupee per mensem.

2nd. No boy is to commence learning English till he has passed Standard III. for Vernacular Schools.

3rd. Wherever in a (so-called) Second Grade Anglo-Vernacular School there are less than (20) twenty boys, who can pass Standard III. and are willing to enter the English class, paying one Rupee per head per mensem, the teaching of English in that School is to be stopped, and the School is to be reduced to the rank of a superior Vernacular School.

4th. Wherever in a Second Grade Anglo-Vernacular School there are more than 50 boys learning English, a separate First Grade Anglo-Vernacular School should be formed for those boys, the original School being reduced to the rank of a Vernacular School.

I have the honour, &c.,

(Signed) A. GRANT,
Director of Public Instruction.

No. 3.

No. 3733 OF 1868-69.

Poona, Office of the Director of Public Instruction,
21st March 1868.

CIRCULAR.

To The EDUCATIONAL INSPECTORS, Central, Northern, and Southern Divisions, and in Sind, respectively.

SIR,—In forwarding to you the accompanying Memo. No. 3734, of this day's date, I have the honour to request that you will cause the orders contained in it to be communicated through the Deputy Inspectors to all Vernacular Schoolmasters of your Division, and published in Vernacular form in the

Marathi School Paper.
Gujarati do.
Canarese do.
Sindh Sudhar.

I have, &c.,

(Signed) A. GRANT,
Director of Public Instruction.

No. 3734 OF 1867-68.

Poona, Office of the Director of Public Instruction,
21st March 1868.

MEMORANDUM.

Addresses of Letters according to English method in current Vernacular writing will henceforth form part of 3rd Head Standard III. for Vernacular Schools (both Government and aided).

Rules to be observed.

1st. The address is to be written in clear separate lines.

2nd. The first line is to contain only the name and title (if any) of the person to whom the letter is addressed, *e. g.*

Rao Saheb Ramchandra Narayan Phadke.

3rd. The last line to contain only the name of the Post town or the zilla, *e. g.*

Belgaum
or
Zillah Sattara.

4th. The last line but one is to contain only the name of the division of the town: *e.g.* Mangalwar Peth; or else the name of the Talooka: *e.g.* Haveli Talooka.

5th. The line preceding is to contain the name of the street and number of the house: *e g.* 5, Lohar Chall; or else the name of the village if that village be not a post town: *e. g.* Pimpelgaum.

6th. The second line of the address to contain the office or occupation of the person to whom the letter is sent: *e. g.* Sheristedar, Dukanwalla, Bhat, &c. &c.

7th. All unnecessary words, such as Yâs (to him) patta-vinyache (is to be sent) &c., are to be omitted.

8th. Postage stamps should be affixed on the right hand top corner. The name of the post town, or Zilla, should be in the right hand bottom corner. The name of the sender may be written in small letters, without the addition of kudun (from), in the left hand bottom corner.

(Signed) A. GRANT,
Director of Public Instruction.

No. 4.

Poona, Office of the Director of Public Instruction,
23rd March 1868.

NOTIFICATION.

It is hereby notified that during the year 1868-69 (as an exceptional case, in consideration of the changes recently introduced in the Grant-in-Aid Rules), aided Anglo-Vernacular Schools may be allowed to present pupils under Standards I. and II. of the Revised Rules who may have passed under these same standards (respectively) of the Provisional Revised Rules during the year 1867-68.

(Signed) A. GRANT,
Director of Public Instruction.

APPENDIX H.

CONTINUATION OF CORRESPONDENCE ON THE PROPOSAL FOR THE CONSTITUTION OF A SMALL COVENANTED EDUCATIONAL SERVICE.

No. 599.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 15th October 1867.

The Under-Secretary to the Government of India No. 4769, dated the 3rd September 1867, forwards, with reference to his letter No. 2673 of 1867, copy of a despatch to Her Majesty's Secretary of State on the subject of the proposals for placing the higher appointments of the Educational Service of the Bombay Presidency on a new and better footing.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction, with the intimation that Government will be happy to receive any remarks tending to the complete understanding of the scheme which he has submitted.

(Signed) C. GONNE,
Secretary to Government.

TO THE DIRECTOR of PUBLIC INSTRUCTION (with a copy of the above letter and of its enclosure).

No. 4769.

From A. P. HOWELL, Esq.,
Under-Secretary to the Government of India,

To C GONNE, Esq.,
Secretary to the Government of Bombay.

Simla, 23rd September 1867.

HOME DEPARTMENT.

SIR,—Referring to the correspondence noted in the margin, on the subject of Sir Alexander Grant's proposals for placing the higher appointments of the Educational Service of the

From Bombay No. 4, dated 31st January 1867, and enclosure.

To Bombay No. 2673, dated 16th March 1867.

Bombay Presidency on a new and better footing, I am directed to transmit for the information of the Government of Bombay, the accompanying copy of a Despatch to Her Majesty's Secretary of State, No. 9, dated the 6th instant.

I have the honour to be,

(Signed) A. HOWELL,
Under-Secretary to the Government of India.

No. 9 OF 1867.

To the Right Honourable Sir STAFFORD H. NORTHCOTE, Bart.,
Secretary of State for India.

HOME DEPARTMENT.
Education. *Simla, the 6th September* 1867.

SIR,—We have to acknowledge the receipt of your Despatch No. 5 dated the 16th July, in which you request to be furnished somewhat more fully with the views entertained by us respecting Sir Alexander Grant's proposals submitted to us with the letter from the Bombay Government of the 31st January last, with regard to the higher appointments of the Bombay Educational Service.

2. Sir Alexander Grant's proposals related to the division of the Bombay Educational Service into two grades. The higher grade comprising Head Masters of First Grade High Schools, Educational Inspectors, Professors, Principals of Colleges, and the Director of Public Instruction. He would form into a Covenanted Educational Service, with rules of its own as regards nomination, salary, and pension, upon the analogy of the Ecclesiastical Service. The lower grade, comprising all other persons holding educational appointments, he would constitute the "Uncovenanted Educational Service," and allow it to remain on the footing of the present rules.

3. The grounds on which Sir Alexander Grant's proposals were made, are the present alleged unsatisfactory condition of the Educational Service, and the disappointment felt by the superior officers of the Department with the arrangements sanctioned in the Secretary of State's Financial Despatch No. 290, dated 23rd December 1865,* in regard to pensions.

* Educational Proceedings, February 1866, No. 32.

4. The rules and conditions of the proposed Covenanted Educational Service are detailed in the 13th paragraph of Sir Alexander Grant's letter.

5. These proposals seemed to us to require consideration under the following headings:—

(1.) The present alleged unsatisfactory condition of the Bombay Educational Service, and the grounds thereof.

(2.) The proposed re-organization of it.

(3.) The grounds of the proposed scheme.

(4.) The Rules by which the new scheme is to be worked.

6. Sir Alexander Grant's remarks under the first heading did not appear to us to be altogether free from inaccuracies and exaggeration.

7. In the first place, we observed that he based his views on the 36th paragraph of his Educational Report for 1865-66, the substance of which paragraph is a complaint that no steps whatever had been taken to secure for the Department of Public Instruction, as for the Covenanted Civil Service, a supply of officers fitly qualified. This is simply a reiteration of a suggestion that has been already negatived by the Home Government,* and we have only to remark that we do not consider Sir Alexander Grant's complaint to be well founded; indeed, it is altogether inconsistent with the succeeding paragraph of the same report, which for facility of reference we quote in the margin.†

* Educational Despatch from Government of Bombay to Secretary of State, No. 8, dated 28th November 1865.

Educational Despatch from Government of India to Secretary of State No. 22 of 1865, dated 14th December.

Educational Despatch from Secretary of State to Government of India, No. 4 of 1866, dated 12th February.

Educational Despatch from Secretary of State to Government of Bombay, No. 3 of 1866, dated 12th February.

† 37. In making these general remarks which I submit with all deference, I beg at the same time to acknowledge with gratitude the appointments by the Secretary of State during the past year of Mr. K. M. Chatfield to be Principal of the Elphinstone College, and of Dr. F. Kielhorn to be Superintendent of Sanskrit studies in the Poona College. Both these gentlemen are highly qualified for the appointments conferred upon them, and will add a great strength to the Department.

8. Sir Alexander Grant then went on to express his opinion that the Bombay Educational Service "is a very poor, precarious, and in fact, miserable sphere, into which one can hardly dare

to advise any young man of ability and cultivation to enter." On this point we compared the emoluments and the duties in the Bombay Educational Department with those of the other Educational Departments, and we did not find the alleged inferiority of the former, indeed the Bombay Service is actually in a far better position than the same service in the Punjab, or in any of the minor administrations. Neither did we assent to the view that the Bombay Educational Service has sprung up "fortuitously."

It was deliberately established in accordance with the Educational Despatch of 1854 (paragraphs 17 to 22), as afterwards modified by the Despatch of 1859 (paragraph 41).

The very fact that Sir Alexander Grant himself is in the Bombay Educational Department is no mean proof of its power of attracting first-rate men. Nor could we accept the statement made in his 12th paragraph, that the higher Educational appointments have hitherto been dealt with "neglectfully, given away to political retainers or filled up at haphazard, like other uncovenanted appointments." No such complaint had hitherto reached us from any of the Presidencies or Provinces, and we were of opinion that there was no ground whatever for assuming that such abuses had crept into the nominations to the Educational Department in Bombay, or were likely to do so.

9. There are minor inaccuracies* in Sir Alexander Grant's representation of the present condition of the service, which we do not consider it necessary here to notice. With reference, however, to the grounds of dissatisfaction stated in Sir Alexander Grant's 3rd paragraph, we considered that the withdrawal of the covenant and the subsitution of a letter of appointment in which the right of Government to dispense at six months' notice, with the services of the person appointed is reserved, were entirely points for your consideration.

* Clauses *b* and *c* of paragraph 2.

10. As regards the second and third headings, the first point which occurred to us was that there is no evidence whatever of the failure of the present system, or of the consequent necessity for the establishment of a new covenanted service. The present system, as stated above, was organized on the instructions laid down in the Educational Despatches of 1854 and 1859, the latter† of which is far

† See paragraphs 5, 40, and 41.

from encouraging any notion of a special Covenanted Educational Service; on the contrary, it points to the necessity of refraining from the appointment of any Covenanted officials to the Department on the ground of the disproportion of the cost of the controlling agencies, as compared with the money spent on direct means for Instruction. Sir Alexander Grant's proposal would tend to aggravate this disproportion.

11. Again, we noticed that Sir Alexander Grant's scheme was based, not on what actually *had* happened, but on his estimate of the future. "The Department *will* degenerate," he said, "unless its higher appointments continue to be held by Europeans of cultivation and learning." But unless it could be shown that such would be the case, the plea obviously failed.

12. As to the question raised by the Bombay Government, whether the Covenanted Educational Department should not be organized from the Covenanted Civil Service, we considered it satisfactorily disposed of in Sir Alexander Grant's second letter of the 7th January. But we were also of opinion that Sir Alexander Grant's own scheme for the constitution of a separate Covenanted Educational Service was open in one respect to the very objection urged by him against the plan of amalgamating the Educational with the Civil Service, inasmuch as any scheme of general selection and general promotion is wholly unsuited to one main branch of the proposed Educational Service, namely, that of the Professors. It is true that to get over this difficulty, Sir Alexander Grant proposed a totally different system of selection and treatment for Professors, viz: that each Professor should, as a rule, be selected in England for his special chair, and that he should remain in it ordinarily without promotion, but with a yearly increment to his salary up to a certain fixed limit. But as the Professors would form about one-half the proposed Educational Service, it is clear that this measure would be opposed to the principle enunciated in the 41st paragraph of Lord Stanley's Despatch of the 7th April 1859, "that every encouragement be given to persons of education to enter the Educational service even in the lower grades, by making it known that in the nominations to the higher offices in the Department a preference will hereafter be given to those who may so enter it, if competent to discharge the duties."

13. In the next place the financial result of the scheme was not sufficiently shown. Sir Alexander Grant merely stated that it would* involve no large expenditure of the Public funds, and the Bombay Government omitted to notice the question of cost altogether. We had no means of making a sufficiently accurate calculation of the extra expenditure involved in these proposals; but it was obvious that, as all grades in the Department except the Director's, were to be raised,* and as 14 years instead of 27 or 30 were fixed for the maximum of service for pension, and as pensions were proposed on the Ecclesiastical scale without reference, be it observed, to the considerable inferiority of pay enjoyed by the Educational service during the term of residence in India, the aggregate expenditure involved must be very large indeed. No doubt the Bombay Educational service is susceptible of improvement; but we repeat it is not in a worse position than the Educational service elsewhere, and we felt that the points to be discussed must be considered, not with reference to Bombay only, but for all India, as there could be no doubt that any privileges conceded to the Bombay Educational service would be demanded, and with justice, by the Educational service in other parts of India also, and would have eventually to be conceded to them. In fact, the question of social rank and precedence of all Educational officers is now under our consideration in connection with the propriety of soliciting a general revision of Her Majesty's Warrant of Precedence. We admit that the grounds for the reorganization of the service are strongly put by the Director of Public Instruction in his 11th paragraph, but it seemed to be overlooked that the main point for our consideration was not how the service could be modelled on principles of theoretical perfection, but what was the best service that could be obtained consistently with the large and daily increasing demands which are made upon us for education elsewhere; and we believe that, on the whole, the cause of education is as efficiently served in Bombay with the existing Department, as in any other administration.

* Paragraph 7.

* Paragraph 13, clause 5, of Sir Alexander Grant's letter.

14. As regards the fourth point, the proposed rules of the Covenanted Educational Service, these were, of course, secondary to the main question, whether such a service is to be introduced at all. The rules are stated in Sir Alexander Grant's 13th paragraph,

and they appeared to us to be unnecessarily favourable throughout. Nor could we accept the argument urged for limiting the service of Educational officers to 14 years, an argument which clearly does not apply to the administrative part of the Department.

15. Such were the grounds on which we addressed to the Bombay Government our letter of the 16th March, stating that we were unable to recommend to you Sir Alexander Grant's proposal for adoption. A reconsideration of these grounds has not induced any modification in our views, and we are still of opinion that the only tangible cause for dissatisfaction urged by Sir Alexander Grant, is that relating to the terms of the Covenant of appointment of Educational officers in England, and this, as we have stated above, we consider to be one entirely for the decision of Her Majesty's Government.

We have the honour to be, &c.,

(Signed) JOHN LAWRENCE,
" W. MANSFIELD,
" H. S. MAINE,
" G. N. TAYLOR,
" W. N. MASSEY,
" H. M. DURAND,
" G. U. YULE.

(True Copies)

(Signed) A. J. COWAN,
Assistant Secretary.

No. 2136 of 1867-68.

EDUCATIONAL DEPARTMENT.

From Sir A. GRANT, Bart.,
Director of Public Instruction,

To C. GONNE, Esq.,
Secretary to Government, Bombay.

SIR,—I have the honour to acknowledge the Resolution of Government, No. 599, dated 15th instant, which forwards copy of a despatch from the Government of India, to Her Majesty's Secretary of State, on the subject of my proposals for placing the higher appointments of the Bombay Educational Service on a new and better footing. In reference thereto, I beg humbly to submit the following remarks.

2. The Government of India considers my complaint that "no steps have been taken to secure for the Department of Public Instruction, as for the Covenanted Civil Service, a supply of Officers fitly qualified," to be altogether inconsistent with a subsequent paragraph of my report for 1865-66, in which I speak with gratitude of two suitable appointments made within the year. My complaint, however, was against the system generally, that there is no guarantee for good selections being made, and that no means are adopted for inducing good men to apply for appointments. The two gentlemen named in my report were induced by my personal communications with them to apply. When they did so, we were under the influence of hopes raised by the Despatch of the 8th December 1862. Those hopes have subsequently been disappointed, and I should not now think it right, under the present terms of the Educational Service, to recommend any person to seek to enter it.

Paragraph 7 of Despatch.

3. The Government of India, to show that the Bombay Educational Service is not "a very poor, precarious, and in fact, miserable sphere," compares it with other Educational Departments, and says that "the alleged inferiority" cannot be found. I beg, however, to submit that I never "alleged inferiority" of the Bombay Educational Service to other Educational Departments in India. I only compared that Service, as a career for an able and cultivated young man, with other branches of the Public Service, and with other lines of life.

Paragraph 8 of Despatch.

4. However, since the Government of India has introduced the comparison, I would humbly ask what can be meant by saying, that the Educational Department in Bombay shows no inferiority of position to other Educational Departments? One of the great sources of complaint among Educational Officers in this Presidency is, that, with the exception of the Director of Public Instruction, they receive lower salaries than corresponding Educational Officers in Bengal. We feel it unjust to us that the advantages of the Secretary of State's despatch of December 9th, 1861, have never been extended to this Presidency.

5. The Government of India objects to my having said that the Bombay Educational Service has "sprung up fortuitously." What I meant was this, that the Educational Despatch of 1854, finding certain Schools and Educational Institutions established under an honorary Board, introduced a Director of Public Instruction, and a Staff of Inspectors. But the former was a Covenanted Civilian, and the Inspectors were either Civilians or Military or Medical Officers, who were under the leave and pension rules of their several services. Other persons employed in the Educational Service, having been at first without claim to pension, were subsequently brought under the Rules of the general Uncovenanted Service,—Rules framed for a body of Indian and Eurasian Natives of this country, and quite unsuited to the circumstances of European gentlemen. By degrees (in accordance with the Despatch of 1859) the offices of the Director and the Educational Inspectors have ceased to be filled by Civilians and Military or Medical Officers; and by the appointment in England of Professors, Principals of Colleges, and Head Masters of First Grade High Schols, a small, but distinct, Service has now grown up, for which the original rules and conditions have ceased to be appropriate.

Paragraph 8 of Despatch.

6. In acknowledging the high compliment to myself, which the Government of India uses as an *argumentum ad hominem* against my proposals, I can only say that though personally contented with the salary of the appointment, which I have been fortunate enough to obtain, I should certainly have been dissatisfied with any other appointment within the Department. And with regard to the Pension Rules under which I find myself, I have been disappointed, and I think I have cause of complaint. Judging then from my own feelings, as well as from those of others described in the 12th paragraph

Paragraph 8 of Despatch.

"At present it may be said that the Government of Bombay has been far more fortunate than it could have reason to expect in the men that have been obtained to fill these appointments. But how many are there of our higher Educational Officers who (though admirably fulfilling their duties) are yet proud of their position, or would advise any friend in England to enter upon the same career. The real worth of appointments in India is becoming understood in England every day more clearly; and I should have no hesitation in predicting that if the Educational Service of this Presidency is left on its present footing, it must degenerate instead of improving, and thus for want of a little attention and liberality a really great opportunity will be lost."

of my letter No. 1552 of the 22nd October last, I think I have fair grounds for doubting that "first-rate men" will, in future, be attracted to this Department. Nor do I think that the Government of India would wish to form a Department of "first-rate" but disappointed men.

Paragraph 8 of Despatch.

7. The Government of India objects to the terms used by me in the former part of the same paragraph. I am sure I shall be excused from undertaking the invidious task of justifying in detail these words. But I must venture to observe, with great submission, that the whole attitude of the Government of India in reviewing my suggestions, indicates a tendency still to consider the Upper Educational appointments in this Presidency as places of comparatively "little importance."

"If these matters are looked at with attention, I think it will be felt that there are grounds for considering Upper Educational appointments in this Presidency no longer as places of little importance, to be placed on the same level with the mass of the Uncovenanted Service, to be dealt with neglectfully, to be given away to political retainers, or filled up at hap-hazard; but rather as being worthy of no less care than other Departments of the State."

Paragraph 10 of Despatch.

8. The Government of India observes that the Educational Despatch of 1859 is "far from encouraging any notion of a special Covenanted Educational Service." This may be the case, but I did not regard that Despatch as containing a final and immutable Code for the administration of Education in India. I had rather hoped that a new Despatch might now be issued, giving an assured future to Education in this country, by providing a regular succession of qualified Educational administrators, and of teachers versed in the Sciences and Literature of Europe.

Paragraph 10 of Despatch.

9. The Government of India suggests that my proposals would tend to aggravate a disproportion between the cost of controlling agencies and the money spent on the direct means for Instruction. This, however, would not be the case:—

(1*st.*)—Because my proposals referred to appointments, four-fifths of which are teaching appointments (*see* paragraph 9 of my second letter under reference).

(*2nd.*)—Because I proposed no increase for the salary of the Director of Public Instruction.

(*3rd.*)—Because the moderate increase proposed by me for Inspectors was *fixed*, while the growth and increase of the outlay of money (especially from Local, Municipal and Private sources) on the direct means of Instruction, would be unlimited.

10. I am called upon to show that my apprehension of a degeneration of this Department is not a mere fancy. On this point I beg to refer, (1st) to the feeling of dissatisfaction in the minds of the best Officers of this Department, with regard to the Leave and Pension Rules under which they find themselves placed; (2nd) to the statement in the recent Memorial, dated 24th September 1867, of Inspectors, Principals, Professors, and Assistant Professors in the Bengal Educational Service (paragraph 15), the truth of which I can corroborate from the actual experience of this Presidency, that "several men of distinction have been deterred from entering the Indian Educational Department, and some, after entering, have abandoned it by reason of the great length of service required of them before a pension can be obtained."

Paragraph 11 of Despatch.

11. Paragraph 12 of the Government of India's Despatch condemns my suggestions, on the ground that they would exclude Professors from promotion which, under the terms of the Despatch of 1859, ought to be left open to them. But it appears that on this point I have failed to make myself understood. In the 3rd paragraph of my second letter I spoke of the body of Professors as incapable of amalgamation with the Covenanted Civil Service, but I never said a word against Professors obtaining promotion in due course within their own Department. I always contemplated the promotion of able Professors to be Principals of Colleges, and I thought that (as in my own case) a Principal of a College might not unfrequently be chosen Director of Public Instruction.

12. In paragraph 13 the Government of India observes, that it is obvious that the aggregate expenditure involved in my proposals "must be very large indeed." I will now beg to invite attention to the subjoined Table, which shows the maximum of expenditure for salaries of the Upper Educational Service, which would be involved

in my scheme, even under the improbable supposition that at any one time all the officers could be drawing the highest Seniority allowance attached to their appointments :—

	Proposed Officers.	Salary.	Rising to	Minimum payable per mensem when all appointments are filled up.	Maximum payable per mensem, if all Officers drew the highest Seniority allowance.
		Rs.	Rs.	Rs.	Rs.
9	Head Masters.....	500	800	4,500	7,200
15	Professors	500	1,200	7,500	18,000
3	Principals	1,000	1,500	3,000	4,500
5	Inspectors	800	1,500	4,000	7,500
1	Director	2,500	2,500	2,500	2,500
33	Total per mensem Rs.			21,500	39,700
	Total per annum Rs.....			2,58,000,	4,76,400

The revenues of the Bombay Presidency for the present year are estimated by the Government of India at Rupees 8,75,93,700, on which even the impossible maximum expenditure, shown in the last column above, would amount only to ·544 per cent., or barely more than $\frac{1}{2}$ per cent. on the Presidential Revenues. This estimated expenditure would cover all that would be wanted for the teaching of the higher branches of Science and Literature, and the main cost of Direction and Inspection, leaving the residue of the Imperial assignment for Education to meet the cost of Grants-in-aid, pensions, and salaries of Native Educational Officers. The present Imperial assignment to Bombay for Education amounts to about $\frac{1}{2}$ on the Presidential Revenues. I think that an assignment of 2 per cent. on the Revenues might fairly be allowed, and (as stated in my Annual Report, paragraphs 23—64) I think that this would well furnish the Presidency, with all that could be fairly asked from Government in the shape of assistance to Education, Science, and Art.

13. To show further that the scheme submitted by me implies no exorbitant expenditure in salaries, I would beg to show by a similar Table to the one above what has been actually sanctioned

for "graded" Educational Officers in Bengal, by the Despatch of the 9th December 1864 :—

Number of Officers.	Salary.	Rising to	Minimum per mensem payable.	Maximum payable per mensem when all Officers draw the highest allowance of their grade.
	Rs.	Rs.	Rs.	Rs.
1	2,000	2,500	2,000	2,500
2	1,250	1,500	2,500	3,000
6	1,000	1,250	6,000	7,500
10	750	1,000	7,500	10,000
13	500	750	6,500	9,750
32	Total per mensem .. Rs.		24,500	32,750
	Do. per annum .. ,,		2,94,000	3,93,000

It will be seen from a comparison of these two Tables, that for 32 "graded" Educational Officers in Bengal an aggregate of Rupees 2,94,000 per annum has been sanctioned and actually paid for more than a year. For 33 Officers of the Upper Educational Service of Bombay, I proposed commencing salaries which would only amount to Rupees 2,58,000 per annum, when all the appointments were filled up. The maximum amount payable on the scale proposed by me would be for 33 Officers Rupees 4,76,400 per annum, while the maximum payable in Bengal for 32 Officers is Rupees 3,93,000. But on the Bengal system of graded appointments, it seems probable that the maximum amount would frequently be drawn and always approached. For it implies :—

2 First Class Officers to have served each 3 years.
6 Second Class ditto 3 do.
10 Third Class ditto 4 do.
13 Fourth Class ditto 5 do.

Whereas to make the maximum amount payable on the system submitted by me it would require :—

9 Head Masters to have served each 6 years.
15 Professors ditto 14 do.
3 Principals ditto 10 do.
5 Inspectors ditto 14 do.

Such a combination, in a service offering (as I thought would be most expedient) a pension at the end of 14 years' actual service, would be a simple impossibility.

14. In short, a little consideration shows that the scale of salaries proposed by me is about on an equality (as far as expenditure to the State is concerned) with that sanctioned for Bengal. The only difference is, that my scale appears, if I may venture to say so, more *raisonné*. Instead of having classes or grades of Officers depending on mere seniority, I proposed to offer a Professor (for instance) Rupees 500 a month to begin with, a steady rise up to Rupees 1,200 attainable by 14 years' service, and a small pension at the end of 14 years, with chance of being promoted in the mean time to be Principal of a College, and from that (possibly) to be Director of Public Instruction. The same principle was meant to regulate all the appointments; namely, the principle of offering a moderate assured career to men of learning and ability.

15. When I drew up my proposals I had never heard of the Bengal system of "graded" appointments. I am now surprised to find how nearly my own proposals resemble them, and I am equally surprised that the Government of India should have repudiated the idea of a "special Covenanted Educational Service" as not to be heard of. For the Bengal "graded" appointments are in reality nothing else than a Covenanted Educational Service, only wanting appropriate Pension Rules.

Paragraph 10 of Despatch.

16. The Government of India observes, that "any privileges conceded to the Bombay Educational Service would be demanded, and with justice, by the Educational Service in other parts of India also." I will now beg that the converse of this principle may be applied, and that the privileges of "graded appointments," already allowed to the Bengal Educational Service, may be conceded to the Officers who are serving under me. The Bengal graded Educational Officers have recently memorialized the Secretary of State for an improvement in their Pension Rules. If their petition, which I humbly think to be just and reasonable in its demands, is complied with, then the Bengal Upper Educational Officers will have obtained conditions, at least as favourable (and at fully as great a cost to the State (as the conditions asked for by me for the proposed Co-

Paragraph 13 of Despatch.

venanted Educational Service of Bombay. I trust that the same or analogous privileges may be extended to this Presidency.

17. In conclusion, I will beg to assure Government that the plan submitted by me was calculated for the practical good working, and not the theoretical perfection of my Department. Under the present terms of our Service, I am convinced that no very good man would accept a Professorship in one of the Bombay Colleges, and that for the want of a very slight improvement in the terms offered, the native mind in relation to Science and Literature will be kept back. This is one practical consideration, and another is, that under the present system it is all but impossible to get good Educational Inspectors. A peculiar training (as stated by me in the 63rd paragraph of my last Annual Report) is required for an Educational Inspector, who should be a Gentleman and a Scholar, and well versed in the Vernacular language of his division. Good Inspectors can only be got by securing good men for High School Masters, and then training them in a Vernacular language and in knowledge of the native mind. But it is quite certain that, under the present conditions, no young English gentleman, who has any prospect of making for himself a career elsewhere, will accept a High School-mastership in this Department.

18. The Government of India believes, that "on the whole the cause of Education is as efficiently served in Bombay with the existing Department as in any other administration." This may be the case, and as I know that the cause of Education would be greatly promoted in this Presidency by the adoption of my proposals, so I cannot but wish that they might be not only adopted in Bombay, but also, with such modifications as might be requisite, for other Presidencies. I am humbly of opinion that they would give, as above said, an assured future to Education in India, and that they would tend not only to efficiency, but also to true economy, in this important part of the Imperial administration.

Paragraph 13 of Despatch.

I have the honour to be, &c.,

A. GRANT,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
25th October 1867.

APPENDIX I.

REPORT BY THE DIRECTOR OF PUBLIC INSTRUCTION ON MR. MONTEATH'S NOTE ON EDUCATION IN INDIA IN 1865-66.

No. 2552 OF 1867-68.

Poona, Office of the Director of Public Instruction, 9th December 1867.

To C. GONNE, Esq.,

Secretary to Government, Educational Department, Bombay.

SIR,—In reference to your letter No. 390, dated 13th July last, I have the honour to submit, for the information of Government, the following remarks, which a careful examination of Mr. Monteath's "Note on the State of Education in India in 1865-66" have suggested to me.

2. I would first beg to point out the omission from this "Note" of all mention of Educational "Standards." In England the annual Educational Returns state the number of children throughout the inspected schools who have passed respectively under the different standards laid down by the Committee of Council. And in this Presidency all Governmental and aided schools are examined under prescribed standards, and a definite notion of the instruction imparted can always be obtained by reference to the Inspector's tables of passed pupils. In other Presidencies these precise *data* are wanting, but still Mr. Monteath might, I humbly think, have aimed at giving the reader some information as to the instruction really imparted in different classes of schools. For instance (paragraph 174), what is it that the Masters of Hulkabundee Schools, with their wretched salaries of Rs. 3 to Rs. 5 per mensem, are expected to teach? Of the 115,255 pupils in Lower Class Schools of the North-Western Provinces (paragraph 173), how many can read or write? how many would pass in the first four simple rules of arithmetic? Again (paragraph 158), what are the qualifications which entitle a Guru, according to the Patshala system of Bengal, to receive a certificate? Such are the questions which Mr. Monteath's "Note" constantly suggests, and leaves unanswered.

3. Besides the abovementioned defect in the *form* of the "Note" (which gives Educational statistics without standards), I have been impressed with a sense of inequality in the matter of the information conveyed. Mr. Monteath is probably acquainted with the educational system in Bengal, but with that of Bombay his acquaintance must be imperfect. I notice that Mr. Monteath adopts the following order of arrangement for the eight Presidencies and Provinces having organized Departments of Education :—1st, Bengal ; 2nd, North-Western Provinces ; 3rd Punjaub ; 4th, Madras ; 5th, Bombay ; 6th, Oude ; 7th, Central Provinces ; 8th, Mysore. Now, this order probably corresponds with the order of precedence which the different Educational Departments hold in Mr. Monteath's mind, according to his knowledge of them and interest in them respectively ; but there is no other apparent reason to justify such an arrangement. It is hard to see why Provinces should stand before Presidencies, or why Madras and Bombay, which contain Universities, should rank educationally below the North-Western Provinces and Punjaub, which do not.

4. When Mr. Monteath comes (in paragraph 48) to draw a general comparison between the three Indian Universities, the superficiality of his treatment of the subject is most remarkable. He appears merely to have *asked the Registrar of the Calcutta University* whether there was any material difference between the standards for examination in the different Institutions, and to have adopted the reply of that Officer with perfect reliance. The reply was to the following effect :—

1*st*.—That between the standards for Matriculation in the three Indian Universities there is no apparent difference.

2*nd*.—That the standard for Degree examinations in the Calcutta University embraces a wider range of subjects, and is more difficult than the corresponding standards in the Universities of Madras and Bombay.

5. Now it is impossible not to raise the questions,—1*st*. Why Mr. Monteath, if he wished really to compare the Universities of India, should have taken an *ex-parte* opinion on the subject from a representative Officer in one University, instead of applying to all three Universities for information. 2*nd*. Why he should not have compared for himself the standards of the Universities as given in their respective Calendars. I will now venture to do what Mr.

Monteath has omitted, and will subjoin, in parallel columns, the characteristics of the Examination Standards in the three Universities, taken from the published Calendars :—

CHARACTERISTICS OF EXAMINATION STANDARDS IN THE THREE INDIAN UNIVERSITIES.

A.—*Matriculation, or Entrance.*

Calcutta.	Madras.	Bombay.
Local examinations by means of papers in 26 places besides Calcutta.	Local examinations by means of papers in 15 places besides Madras.	Examinations held in Bombay only.
No oral examination ..	No oral examination ..	A strict oral examination in both the languages brought up by the candidate, including English dictation.
Books, or portions of books, in English and a second language, prescribed beforehand.	Books, or portions of books, in English and a second language, prescribed beforehand.	No books prescribed; a general idiomatic knowledge of English and of a second language required.
Arithmetic, *minus* Compound Interest and some other subjects.	Arithmetic, *minus* Reduction, Practice, Simple and Compound Interest.	Arithmetic, the whole subject. The examples to be worked from first principles, and not merely by rules.
Outlines of Ancient History and of the History of India; two small Text-books prescribed.	Leading facts of the Histories of England and India. No Text-books.	Elementary History, including Greece, Rome, England, and India. No Text-books.
Outlines of General Geography.	General Geography, and Geography of India in particular.	Elementary Geography.
No Natural Philosophy.	No Natural Philosophy.	Elementary knowledge of— (*a*) The Mechanical Powers. (*b*) The Laws of Chemical Combination, the Chemistry of Air and Water, and the Phenomena of Combustion. (*c*) The Solar System.
Geometry—the first 4 Books of Euclid, with easy Deductions.	The first 3 Books of Euclid.	First 4 books of Euclid, with Deductions.
Algebra to Simple Equations.	Algebra to Simple Equations.	Algebra to Simple Equations.

6. From the above comparative table it will be seen that in the Calcutta and Madras Universities *books* are prescribed as subjects of examination in *Languages*, whereas in the Bombay University a general idiomatic knowledge of English and of a second language is required. Any one, who is capable of judging, will see at once that this is indeed a very "material difference." A candidate who might pass the Calcutta or Madras matriculation standard in English, would require an additional year's preparation to pass the Bombay standard. Again, the difficulty of the Bombay matriculation test is enhanced by the addition of strict *viva voce* examinations, which enable the examiner to probe the knowledge of the candidate, and to frustrate that pretence of knowledge which the Calcutta and Madras system of local examination by papers only, must, to some extent, tend to encourage.

7. Again it will be observed, that, while the three Universities are apparently equal in their *Geography* and *Algebra* tests for matriculation, the Bombay University requires more *Euclid* than Madras, more *Arithmetic* and more *History* than either Calcutta or Madras, and adds on one whole subject (*Elementary Natural Philosophy*) which neither of the other Universities demands. On the whole, I think it may fairly be said that the matriculation standard of the Bombay University requires about one year's more preparation than would be required for a student to matriculate at Calcutta or Madras. I now proceed to compare the "First Examination in Arts" Standard of the three Universities.

B.—*First Examination in Arts.*

Calcutta.	Madras.	Bombay.
Local examination by means of papers at 15 places besides Calcutta, for Undergraduates of 2 years' standing.	Examinations held at Madras, and may be held at other places, for Undergraduates of one year's standing.	Examinations at Bombay only, for Undergraduates of two years' standing.
No oral examination ..	No oral examination.	Oral examinations in Languages and Mathematics.
Four fixed subjects:—(1) *Languages*, (2) *History*, (3) *Mathematics, pure and mixed*, (4) *Mental and Moral Philosophy.*	Three fixed subjects:—(1) *Languages*, (2) *History and Geography*, (3) *Arithmetic*; *plus* one selected subject, *either* (*a*) *Euclid*, six Books, and *Algebra* to Quadratic Equations, *or* (*b*) Whately's *Logic.*	Four fixed subjects:—*Languages, History, Mathematics, Logic; plus* one selected subject, *either Butler's Sermons I., II., III., with Preface; or Analytical Geometry of the Right Line and Circle by Rectangular Co-ordinates; or Chemistry, Heat, and Electricity.*

Calcutta.	Madras.	Bombay.
Languages must be English, and either Greek, Latin, Sanskrit, Hebrew, or Arabic. The number of books to be brought up is not definitely fixed, but the quantity appears in practice to be somewhat larger than what is prescribed in Bombay.	*Languages* must be English, and either Sanskrit, Greek, Latin, Hebrew, Arabic, Persian, Tamil, Telugu, Canarese, Malayalam, Singhalese, or Hindustani. Two books in each language.	*Languages* must be English and either Sanskrit, Greek, Latin, Hebrew, or Arabic. Four books in each language.
History consists of History of England in a prescribed Text-book, namely, "The Student's Hume."	History of India to the Accession of Victoria. No Text-book.	Two definite periods, one in Ancient, and one in Modern History, to be notified beforehand; *e. g.*, for 1867:—(1) Grecian History to 431 B.C., (2) The Saracens from A.D. 632 to A.D. 705. No text-books.
Mathematics, the same as the Bombay Standard, with the addition of Euclid, Book XI., Proposition 21, and Statics.	*Arithmetic*, the same as the Bombay Matriculation Standard. *Euclid*, Books I., II., III., IV., and VI.; and *Algebra* to Quadratic Equations; made alternative with *Logic*.	*Mathematics*—Arithmetic, with the nature and use of Logarithms; *Algebra* to Quadratic Equations; *Euclid*, Books I. to VI., with Deductions; *Trigonometry*—Solutions of Plane Triangles, and Expressions for the Area.
Mental and Moral Philosophy—Abercrombie *on the Intellectual Powers, and on the Moral Feelings.*	.....	*Logic* (in any ordinary Compendium).

9. In surveying the above table we see that the First Examination in Arts in the Madras University is for Undergraduates of one year's standing. It requires no classical language, and only two books in English. It requires only four subjects to be taken up, and gives an option between Euclid with Algebra, and Whately's Logic. It is altogether a lower kind of test than the First Arts Examination in the other two Universities, and is scarcely, if at all, higher than the Bombay Matriculation Standard.

10. In comparing the Calcutta and Bombay Standards in the above table, we find—

(*a*) That the Calcutta Mathematical Standard is higher by the addition of Statics, and Euclid XI., Propositions 1 21.

(*b*) That this addition is balanced by the addition of an extra subject at Bombay, *either* Butler's Sermons, Analytical Geometry, *or* Chemistry, Heat, and Electricity.

(*c*) That the *History* standard at Bombay, consisting of two periods without Text-books is probably more difficult, and encourages a better form of study than the Calcutta standard, which merely prescribes "The Student's Hume."

(*d*) That the subject of *Logic* in an ordinary Compendium, with easy questions in Logical Analysis, is probably as hard, and more improving, than those very *feminine* Treatises on Psychology and Morals by Dr. Abercrombie, prescribed by the Calcutta University.

(*e*) That the amount of English books required at Calcutta is slightly larger* than at Bombay.

(*f*) But that the difference in quantity is probably balanced by the greater accuracy of knowledge which the *vivâ voce* examinations in the Bombay University call out.

C.—*Examination for B.A. Degree.*

Calcutta.	Madras.	Bombay.
Examinations held in Calcutta for Undergraduates of 4 years' standing.	Examinations held in Madras for Undergraduates of 3 years' standing.	Examinations held in Bombay for Undergraduates of 3 years' standing.
Examination by papers only, no oral examination.	Examinations by papers, with oral examination in Languages only.	Examinations by papers, with oral examinations besides, in all subjects except ordinary *Mathematics*.
Four fixed subjects:—(1) *Languages, i. e.* English and one Classical Language, (2) *History*, (3) *Mathematics*, (4) *Mental and Moral Philosophy, and the Elements of Logic.*	Four fixed subjects:—(1) *Languages, i. e.* English, one Classical or Vernacular Language, (2) *History*, (3) *Mathematics*, (4) *Moral Philosophy.*	Two fixed subjects:—(1) *Languages, i. e.* English and one Classical Language, (2) *Mathematics and Natural Philosophy.*

* The Calcutta English Books for 1868 are: Thomson, Castle of Indolence; Addison, The Campaign; Tickell, Elegy on Addison; Cowper, Table Talk; Robertson, History of America, Book I.; Paley, Reasons for Contentment; Helps, Extracts from Friends in Council. The Bombay Books are: Johnson, Lives of Swift and Pope; Sir Walter Scott's Ivanhoe; Milton's Paradise Lost, Book III.; Cooper, Retirement.

Calcutta.	Madras.	Bombay.
One selected subject, *either Mathematics, pure and mixed; or Elements of Inorganic Chemistry and of Electricity; or Geology and Physical Geography.*	One selected subject, *either* (a) *Natural Philosophy; or* (b) *Physical Science; or* (c) *Logic and Mental Philosophy.*	Three subjects selected from the following:— A. *History.* B. *Logic and Moral Philosophy.* C. *Political Economy.* D. *Dynamics and Hydrostatics.* E. *Optics and Astronomy.* F. *Analytical Geometry of Two Dimensions.* G. *Chemistry, Heat, and Electricity.* H. *Physiology, Vegetable and Animal.*
In *Languages* the following Books are prescribed for 1868:—	Books prescribed for 1868 are—	Books prescribed for 1868 are—
English.	*English.*	*English.*
Shakspeare.—King Lear. Scott.—Lady of the Lake. Dryden.—Art of Poetry. Gibbon.—Life of Rienzi. Campbell.—Philosophy of Rhetoric, Book II., Chapters 5—7. Bacon.—Essays.	Shakspeare.—King Lear. Milton.—L'Allegro and Il Penseroso. Byron.—The Corsair. De Quincey,—Confessions of an English Opium Eater. Helps.—Essays written in the Intervals of Business. Bacon.—Advancement of Learning, Book I.	Shakspeare.—King Lear. Wordsworth.—Prelude. Bacon.—Essays. Arnold.—Lectures on Modern History.
Latin.	*Latin.*	*Latin.*
Virgil.—Georgics, Book I. Juvenal.—Satires, 3, 7, 8, 10, 14. Tacitus.—Annals, Book II. Cicero.—De Naturâ Deorum.	Horace.—Epistles, and Ars Poetica. Livy.—Books XXI. and XXII. Cicero.—Pro Lege Manilia. Pro L. Murena.	Horace.—Odes, Books I. and II. Virgil.—Georgics, III. and IV. Livy.—Book III. Cicero.—De Finibus.
Sanskrit.	*Sanskrit.*	*Sanskrit.*
Sisupálavadha, First 5 Chapters. Bhatti Kavya do. do. Kavya prakása.—10 Ullasa or Chapter.	Kirátar Juniya. Viracharitra.	Harsha.—Ratnávali. Valmika.—Rámáyana Ayodhya Khánda. Harsha.—Naishadhiya Tarkasangraha.

Calcutta.	Madras.	Bombay.
Greek.	*Greek.*	*Greek.*
Sophocles.—Ajax. Herodotus.—Book II.	Æschylus.—Prometheus. Homer.—Odyssey, Book I. Thucydides.—Book III.	Sophocles.—Œdipus Rex. Homer.—Iliad, Book I. Xenophon.—Anabasis, Book I. Herodotus.—Book II.
History.	*History.*	*History.*
Prescribed Text-books, namely, Elphinstone's History of India, Macfarlane's British India, or Marshman's, Vol. II. Schmitz's Histories of Greece and Rome. History of the Jews, in Taylor's Manual of Ancient History.	(1). The History of England to the Accession of Victoria. (No Text-book.) (2). A selected Period, with Text-book prescribed (*e. g.* Guizot's Civilization of Europe).	(*a*) *England* in the 16th, 17th, and 18th centuries. (*b*) *Ancient History*, including Greece, from Invasion of Darius to Death of Alexander, and *Rome* from the Gallic Invasion to death of Augustus; and also one of the following:— (*c*) *India*, Mahomedan Period; and History of the Marathas. (*d*) *The History of the Jews* from the First King to taking of Jerusalem by Titus. (No Text-books.)
Mathematics.	*Mathematics.*	*Mathematics.*
Includes Mechanics, Hydrostatics, Hydraulics, Pneumatics, and Descriptive Astronomy.	Algebra, Geometry, and Plane Trigonometry.	The same as the Calcutta Standard for F. E. A., with the addition of Conic Sections treated Geometrically.
Mental and Moral Philosophy.	*Moral Philosophy.*	*Logic and Moral Philosophy.*
Payne's Elements of Mental Philosophy. Wayland's Moral Philosophy. Whately's Elements of Logic.	Whewell's Elements of Morality. *Logic and Mental Philosophy.* Thomson's Laws of Thoughts. Payne's Mental Philosophy.	Whately's Logic. Thomson's Outlines of the Laws of Thought. Mill's Logic, Books I. and II. Butler's Analogy, Part I., and Sermons, entire.

Calcutta.	Madras.	Bombay.
Voluntary Mathematics.	*Natural Philosophy.*	D. *Dynamics and Hydrostatics.*
Conic Sections treated Geometrically (same as included in Bombay Necessary Mathematics), and Optics. Elements of Inorganic Chemistry and of Electricity, apparently about the same as Bombay corresponding subject G.	Includes Statics and Dynamics, Hydrostatics and Pneumatics. Astronomy popularly treated. *Physical Science.* The Elements of Chemistry. Animal Physiology. Physical Geography.	Same as included in Calcutta *Necessary Mathematics.* E. Optics (same as in Calcutta Voluntary Mathematics), and Astronomy (same as in Calcutta Necessary Mathematics.) F. Analytical Geometry of two Dimensions (reserved in Calcutta for M. A. Examination). G. Chemistry, Heat, and Electricity.

12. A comparative survey of the above table fails to show at first sight that "wider range of subjects" in which, according to Mr. Monteath's informant (paragraph 48), "the Graduate at Calcutta is examined." In each University five different subjects are required to be taken up; and though at Bombay there are three subjects left to the selection of the candidate, while at Calcutta and Madras respectively only one subject is so left, yet still it will be found that whatever subjects a Bombay candidate may select, his range of study will correspond very closely with that of a Calcutta Graduate. Thus, if a Bombay student selects A., B., and C. (History, Logic, and Moral Philosophy, and Political Economy) as his optional subjects, he will have nominally the same subjects as a Calcutta candidate, except that he will have Political Economy to set against *either* (*a*) Voluntary Mathematics, *or* (*b*) Elements of Inorganic Chemistry, *or* (*c*) Geology and Physical Geography. And Political Economy may safely be said to be as hard as either of the two last-named subjects.

13. The difference then, if any, between the B. A. Degree Standards of the two Universities, must consist, not in the range of subjects viewed numerically, but in the particular standard adopted for for each subject individually. Looking at this then, I should say that the Calcutta standard for Necessary *Mathematics* is higher than that in Bombay; that the English books prescribed at Bombay are decidedly harder, and that the *Language* standard altogether (as being accompanied by an oral examination) is more strict with us; that the Bombay *History* standard implies and actually pro-

duces a knowledge of much deeper and more scientific books than Schmitz's Greece and Rome, Macfarlane's British India, and Taylor's Manual of Ancient History; and that the Bombay standard for *Logic and Moral Philosophy* is very decidedly superior to the Calcutta standard for *Mental and Moral Philosophy*. The Calcutta Graduate then, especially if he takes up Voluntary Mathematics, as his selected subject, will undoubtedly be a better mathematician than the Bombay Graduate who has taken up History, Logic, and Political Economy, but he will be inferior to him in historical and philosophical, and, perhaps, scholarlike, culture. If, however, the Bombay candidate takes up D, E, and F (Dynamics and Hydrostatics, Optics and Astronomy, and Analytical Geometry of two Dimensions), he will have exceeded the whole range of mathematical study embraced in the Calcutta B. A. Standard, though he will have done so by the sacrifice of *History* and *Logic*.

14. It appears, then, that there is no ground for claiming a general superiority for the four years' course of Calcutta over the three years' course of Bombay, though there is for asserting the superiority of the Calcutta four years' course over the Madras three years course. For in fact, the Madras B. A. Standard is of a lower calibre altogether, chiefly in this, that it does not require the knowledge of a classical language.

D.—*Examination for M. A. Degree (or Honours in Arts).*

Calcutta.	Madras.	Bombay.
There are five branches, in any one of which an examination for M. A. Degree or Honours in Arts may be passed:— (1) Languages. (2) History. (3) Mental and Moral Philosophy. (4) Mathematics, pure and mixed. (5) Natural and Physical Science. (Number of papers not prescribed. It seems the practice to set about six in each branch).	Four Branches:— (1) Languages. (2) Mathematics. (3) Natural Sciences. (4) History and Philosophy (Twelve papers are prescribed in each branch).	Four Branches:— (1) Languages. (2) History and Philosophy. (3) Mathematics and Natural Philosophy. (4) Natural Sciences. (Six papers are prescribed in each branch).

Calcutta.	Madras.	Bombay.
Languages.	*Languages.*	*Languages.*
One language only, either Latin, Greek, Arabic, Hebrew, or English (for those whose Vernacular language is not English). Selections are prescribed, which comprise specimens of the leading Writers of the several languages above-mentioned. Some knowledge of Comparative Grammar is required.	Two languages, namely English, and either Sanskrit, Arabic, Greek, or Latin. Selections prescribed, comprising less exhaustive specimens than those in the Calcutta list. An Oral Examination is required.	Two languages, namely, English and either Latin, Greek, Sanskrit, Arabic, or Hebrew. Four Books, two Prose and two Poetry, are prescribed in each language. The English books invariably include Chaucer's Canterbury Pilgrims, and 3 Plays of Shakespeare. The Sanskrit books always include portions of the Rigveda. Original Prose and Verse composition in English is required, as well as translation from and into the Classical Language.
(2) *History.*	(2) *History and Philosophy.*	(2) *History and Philosophy.*
A stated period, *e. g.* Europe during the 16th century. Books to be consulted are specified. A knowledge of the Constitutional History of England and of Guizot's History of Modern Civilisation is required; also of Political Economy, and Taylor's Historical Evidence.	The following Text-books are prescribed :— Mill's Logic. Schmidt's Greek History. Liddell's Roman do. Hallam's Middle Ages, Chapters II., III., IX. Aristotle's Ethics (translation). Mackintosh's Dissertation on Ethical Philosophy. Mill's Political Economy. Adam Smith's Wealth of Nations.	A selected period, *e. g.* Europe in the 16th century, including Constitutional Law, Literature, Manners, Political Geography, and Ethnology. Politics as a Science, including Political Economy. Logic, including the Philosophy of the Inductive Sciences. The History of Greek Philosophy. The History of Modern Philosophy, from Charlemagne to the end of the 18th century. No text-books prescribed. In lieu of the History of Greek and of Modern Philosophy candidates are allowed to bring up— (*a*) Historical or External Evidences of Christianity. (*b*) Moral or Internal Evidences of Christianity.

Calcutta.	Madras.	Bombay.
(3) *Mental and Moral Philosophy.* Comprises— Logic, Mental Philosophy, Moral Philosophy, Natural Theology; and either (*a*) History of Philosophy, or (*b*) Elements of Jurisprudence, or (*c*) Evidences of Revealed Religion (no Text-books).		
(4) *Mathematics, pure and mixed.* Algebra, including the Theory of Equations. Analytical Geometry (Plane and Solid). Differential and Integral Calculus. Spherical Trigonometry. Statics. Dynamics. Hydrostatics, Hydraulics, and Pneumatics. Optics. Astronomy.	(3) *Mathematics.* Algebra, with Theory of Equations. Analytical Trigonometry. Co-ordinate Geometry of two and three Dimensions. Differential and Integral Calculus, with Differential Equations. Statics, Hydrostatics, and Dynamics. Geometrical Optics. Spherical Trigonometry and Plane Astronomy; Newton's Principia, Sections 1, 2, 3, 9, and 11. The Lunar Theory.	(3) *Mathematics and Natural Philosophy.* Euclid and Geometrical Conic Sections. Algebra and Trigonometry. Newton's Principia, Book I., Sections 1—3, and Astronomy. Analytical Geometry and Differential and Integral Calculus. Statics and Dynamics. Hydrostatics and Optics.
(5) *Natural and Physical Sciences.* Chemistry (Organic and Inorganic) Electricity. Also one of the following:— (*a*) Botany, Zoology, and Comparative Physiology. (*b*) Geology, Mineralogy, and Physical Geography.	(4) *Natural Sciences.* Zoology and Animal Physiology. Botany and Vegetable Physiology. Geology and Mineralogy. Chemistry. Electricity and Magnetism.	(4) *Natural Sciences.* Either— (*a*) Zoology, Comparative Anatomy, and Physiology. Botany and Vegetable Physiology. Geology. *Or,* (*b*) Light, Heat, and Electricity. Chemistry, Inorganic and Organic. Meteorology and Physical Geography.

16. In comparing the above standards for M.A. Degree, or Honours in Arts, as laid down by the three Universities, it must be said, generally speaking, that the Madras standards are the highest of the three. Their *Natural Sciences* branch combines subjects which the other Universities offer as alternatives. Their *Mathematical* standard appears most highly set. Their *Languages* branch contains one language more than the Calcutta standard, and a greater quantity of books than the Bombay standard. And it must especially be observed, that the Madras University prescribes twelve papers in each branch, while the other Universities require only six. This makes a material difference in the difficulty of the examination. In the *History and Philosophy* branch alone, the Madras standard descends below the other Universities. The Madras rules prescribe such poor Texts as Schmidt's Greek and Liddell's Roman History, and *three Chapters* of Hallam's Middle Ages. In this there is nothing scientific or worthy of a M.A. Degree. Whether, however, the Madras standards for this Degree be high or low, it remains an unfortunate fact that up to the present time, not a single student appears to have passed the Examination or obtained the Degree.

17. Comparing now the Calcutta standards for M.A. Degree with those of Bombay, we find—(*a*) That the Calcutta standards for *Natural and Physical Sciences* comprises certainly more than the corresponding branch in the Bombay University. (*b*) That the *Mathematical* standard at Calcutta is slightly, though not much, higher than that at Bombay. (*c*) That the *Languages* standard at Calcutta is very greatly inferior to the Bombay standard, inasmuch as at Calcutta only one language (which may be English) is required, instead of English *plus* a classical language as with us. The list of books in English for this examination, given in the Calcutta Calendar, looks formidable, but many of the specimens which it includes are short pieces; and there can be no question, that a student who has passed ten years of his life in the study of English would find it easier to bring up this list than to prepare for the Bombay examination, *e. g.* in Chaucer's Canterbury Pilgrims (entire), three Plays of Shakspeare, Milton's Areopagitica, and Dugald Stewart's "Lives," *plus* a knowledge of Rigveda, Mandalas III. and IV., Bhagavadgita, Vedantasutra III. and IV., and Nayakusumanjali, with a scholarlike capacity of

writing both in English and Sanskrit; or else, *plus* six books of the Annals of Tacitus, three of Cicero's Epistles, a Play of Terence, and half Juvenal, with a capacity for writing fair Latin prose. The list of Sanskrit books in the Calcutta standard (as an alternative for English) appears long, but several of them are taken up at Bombay in the lower examinations. And competent authorities inform me that the Sanskrit standard for M.A. at Bombay, which has to be taken up *plus* English, is on the whole more difficult than the Sanskrit standard at Calcutta, which is taken up separately. It may be concluded then that the *Languages* standard at Bombay for M.A. Degree is nearly twice as hard as that at Calcutta. It is observable that in Bombay several candidates have passed in English-Latin, as well as in English-Sanskrit, whereas not a single student appears to have passed in Latin at Calcutta for this Degree. (*d*) We find that the branch of *History and Philosophy* in the Bombay University includes fully as much as the two alternative branches of *History* and *Mental and Moral Philosophy* in the Calcutta University would include, if taken together. The student, then, who obtains his M.A. in *History* or in *Mental and Moral Philosophy* at Calcutta, obtains it on twice as easy terms as would be allowed him at Bombay.

18. In short, it is most plain that the assertions which have led me to the above lengthy comparison, are very far from being correct: namely, that "there does not appear to be any material difference between the standards for matriculation at the three Indian Universities; and that there is a difference in the standards of examination for Degrees at the three Presidencies," corresponding to the difference between a period of four years' study (at Calcutta) and a period of three years' study (at Madras or Bombay). I have shown clearly, in the first place, that the Bombay standard for Matriculation is "materially" higher and stricter than the Matriculation standards of either of the two other Universities; and in the second place, that there is no general superiority (corresponding to a year's extra study) in the Calcutta Degree Standards over those prescribed at Bombay.

19. The leading fact which, I think, discloses itself in comparing the Universities of Calcutta and Bombay, and which is very

interesting, is that there is a difference of kind between these two Universities, corresponding to the difference between Cambridge and Oxford. The Calcutta University has been, I believe, chiefly moulded by Cambridge men, and the Bombay University has certainly taken its direction from a preponderance of Oxford men among its founders. The result of this difference of direction has been (amongst other things) to give a preponderance to Mathematical and Physical studies in Calcutta, and to Historical and Philosophical studies in Bombay. The effect of the different spirit of the two Universities upon the mind of Eastern and Western India will remain to be seen in the future; but, as yet, I am humbly of opinion that neither University has any very great cause for self-gratulation. We are both, it seems to me, in complete infancy, and have much in our development that requires careful attention.

20. Before leaving this subject, there are only one or two characteristics in the practical working of the Bombay University, which I would wish to call attention to:—1*st*. I think our system of oral examinations in all subjects, from Matriculation to B.A. Degree, very valuable and important. Our comparatively small area of extent enables us to require all candidates (even for matriculation) to come to Bombay for examination, and this gives us a great advantage. 2*nd*. Our strictness in refusing to recognise (or affiliate) Institutions not teaching up to the highest University standard (which contrasts widely with the practice of the other Universities), is based on the feeling that a candidate for our Degrees would not receive the full benefits of University training, unless the full period of his University course were spent under the influences of some Institution which was, as far as possible, collegiate and academical in character. We wish our Graduates not only to pass our examinations, but also to bear a certain stamp derived from their place of study. 3*rd*. In connection with the above, and as a part of academical discipline, we have instituted "University Terms," to keep which the student must, after matriculation, attend an exact number of days, and not a nominal period (such as "a year" or "two years") at a recognised College. This rule has been found to work well. Of neither of the abovementioned features of our system has mention been made in Mr. Monteath's "Note."

21. Turning now from Mr. Monteath's remarks on the Indian Universities, I will beg to call attention to the General Resumé, in which he aims at giving "a brief outline of the main features of educational operations in the different provinces of India." Nothing, I submit, could be more meagre, superficial, or misrepresentative, than the "brief outline" of educational operations in the Bombay Presidency given in paragraphs 16—19 of the "Note," which are quoted in the margin for reference. Mr. Monteath throughout these paragraphs mixes up the present and past state of things in such a way as to suggest an unduly disparaging notion of the education in this Presidency. Of our Colleges he merely records the historical fact that twelve years ago they were thought to require reform, and were reformed accordingly, and of our High

16. In Bombay education of the higher classes was, until recently, in a very unsatisfactory state. The Elphinstone and Poona Colleges had been publicly condemned by the Government Examiners of 1855-56, and though they were shortly after subjected to a thorough reform, the work of renovation was slow; and it is only within the last few years these Institutions have really deserved the name of College. The Government Higher Class Schools, now nine in number, may be said to have had an equally recent origin.

17. But, perhaps, the greatest difficulty hitherto experienced in the Bombay Educational operations has been the provision of the elementary education for the agricultural and labouring classes. The steps taken prior to 1854 consisted in the establishment of a limited number of Vernacular Schools, maintained and managed solely by Government, in the most promising localities. This was supplemented after 1854 by the introduction of, what was called, the "partially self-supporting system." The establishment of schools, entirely at the cost of Government, was too expensive to admit of much extension, and the condition of partial self-support opened the way for a time to an enlargement of the field of operations at a comparatively small increase of cost. Under this system more than 200 schools were opened in two years; but its defects soon began to appear. It was easy for a zealous Educational Officer to induce village communities to consent to contribute towards the establishment and maintenance of such schools, but it was difficult to keep up an interest in them, and impossible to enforce payment of contributions when the interest had vanished.

18. The partially self-supporting system, was, therefore, gradually dropped; enhanced fee rates being made, wherever possible, to take the place of the reluctantly paid popular subscription. By a redistribution of education expenditure, provision was made in 1859 for a considerable extension of operations, and the Bombay Authorities began about the same time to look about for fresh sources of local income. In 1862 an enactment was passed, one object of which was to legalize the appropriation of Municipal funds to the support of schools; and in 1864 the Bombay Government took the very important step of levying an extra land assessment or Education Cess. The number of vernacular schools of the lower class maintained by Government now amounts to 1,108, of which nearly 200 were established during the last year (1865 66) from the proceeds of the Education Cess.

19. Although, therefore, elementary education in Bombay may not as yet have attained any very marked development, there is every prospect of progress in future years.

Schools, he only says that they are of recent origin. Of middle class education he says nothing, and of elementary education he says that it "may not as yet have attained any very marked development," coupling this supposition with an incorrect statement about the "Education Cess," to the effect that out of the proceeds of this cess, *Government maintains* nearly 200 Vernacular Schools.

22. All this, I submit, looks like the writing of person who is unacquainted with his subject, and therefore unable to give definite information. Had Mr. Montecth, before publishing what he has done, referred to me for confirmation or correction, I should probably have suggested to him the following points, as constituting the salient characteristics of educational operations in Bombay.

(*a*). Bombay is the Presidency in which more, proportionately, has been done for education by direct Government agency, and less by private exertion and liberality than in the other Presidencies and Provinces. This is owing chiefly to the numerical weakness of Missionary bodies in the West of India. The large amount of private money which, during the last half century, has been expended on education in Bengal, is out of all comparison to the analogous private expenditure in Bombay.

(*b*) Bombay is the Presidency in which organization of the Educational Department, though begun late, has been most carried out. This is shown in the introduction of regular standards of examination, under which all pupils, both in Governmental and aided Institutions, are tested and returned; also, by the application of the same scale of standards to the classification of schools, no boy being allowed to enter a High School till he has passed a certain examination in English and Vernacular, and no boy being allowed to enter an Anglo-Vernacular School till he has passed under a certain Vernacular standard.

(*c*) Bombay is distinguished for its Vernacular Schools. I believe that our "Superior Vernacular Schools" excel those of the same class elsewhere in India. This statement might, however, be tested by a comparison of our Vernacular standards with the kind of teaching elsewhere practised. The Government Vernacular Schools are more numerous in this Presidency, and a larger proportion of the Imperial Grant has been expended on them, than elsewhere.

(*d*) The introduction of the local cess in Bombay appears to have solved the question, how to get at "the masses," *i. e.* the agricultural population of India. On this point, I beg to refer to paragraphs 40 and 41 of my Annual Report for 1865-66, and to paragraph 26 of my Report for 1866-67 (which has appeared since the publication of the "Note"). It would have been an interesting question, and well worthy of discussion, had Mr. Monteath, after obtaining sufficient information about the Bombay local cess, set himself to compare it with the "Hulkabundee system." I believe that the Bombay system is the more popular and efficient, though its character appears always to have been misapprehended by the Government of India.

(*e*) Bombay is the Presidency in which the bold experiment has been introduced of assigning grants to private institutions on the system of payment for results. Our rules differ from the English "Revised Code," in that we undertake to deal with higher, as well as primary instruction. The attempt is, I submit, of such an interesting and important character, that greater attention should have been paid to it in a "Note on the State of Education."

(*f*) The Book Department in Bombay stands distinguished from that in all other Presidencies by the greater amount of its sales. As shown (though not remarked on) by Mr. Monteath in paragraphs 341—358, the Bombay Book Department in 1865-66 sold books to the value of Rupees 1,15,714, being more than double the sale effected by the same Department in any other Presidency.

(*g*) The operation of the "Fund for the Encouragement of Literature" in this Presidency might have been, but was not, noticed by Mr. Monteath.

23. When I read what Mr. Monteath had written of Education in this Presidency, I could not help being reminded of a remark submitted by me in forwarding my special Report of Education for the year 1863-64, which was as follows :—

"I am humbly of opinion that no verdict of comparison should be passed on this and the other similar Reports, without further reference to the several Directors of Public Instruction. They should in the first place be applied to for additional information where wanted; and secondly, I submit that they should have an opportu-

nity of seeing and remarking upon the 'General Report' to be transmitted to England, while it is yet in draft."

The present "Note" having been drawn up apparently hastily, without any such reference to local sources of information, has been sent to England, and is liable to create to some extent a false impression of the subject of which it treats; and, still more, it is liable to create a flat impression,—no central point of view having been taken, facts not having been scrutinized with penetration, and *quality* of Education being apparently disregarded. I have been myself unable to gather from it real information about the state of education in Bengal and other Provinces, and any inquirer about the progress made in this Presidency would, I think, be either misled or disappointed.

24. I do not wish to deny the great difficulty of drawing up such a "Note" as that undertaken by Mr. Monteath, where many different systems have to be compared by a Writer who knows only one. But what I would wish humbly to suggest to Government is that in order to make such "Notes" more valuable in future, and to prevent them doing positive injustice and harm, they should be drawn up in a more thorough and less superficial way. The only method of attaining a trustworthy "General Report" of the kind which occurs to me would be to commission some Officer to travel through India during the course of the year before writing, and by conference with local educational authorities to obtain such an insight into the real state of things as might enable him to read with understanding the various reports and other documents which he would have afterwards to compare. I venture on this suggestion, because the Government of India has announced its intention of ordering a "Note on the State of Education" to be annually prepared. And *that* Government evidently already regards Mr. Monteath's "Note" as a standard of reference in considering educational questions.

25. In the above remarks, I have endeavoured not merely to complain of Mr. Monteath, but at the same time to furnish some useful information as to the real character of the three Indian Universities and of the Bombay Educational system. It would be an endless task to go into all the questions which might be raised on Mr. Monteath's statements and remarks. I will conclude by offering

some brief "Notes on the Note" which may possibly serve as suggestions to the writer of the next similar compilation:—

(*a*) The terms used in paragraph 7—"great masses of the people," "labouring and agricultural classes;" "lower strata of the people," &c.—are as regards India, somewhat indefinite. The question should be looked at more in reference to *caste*. In almost all villages there are poor Brahmins, whose children attend the schools. In one sense these belong, in another they do not belong, to the "lower strata of the people." A discriminating return of the various castes under instruction in India would be most interesting.

(*b*) In paragaphs 10—12 the reader much feels the want of a definition of terms. What is meant exactly by "Zillah Schools," "Tehsilee Schools;" and "Hulkabundee Schools?" Nothing but a statement of the standards of teaching in these schools will make their names intelligible, or render comparison between them and "High Schools,"—first, a second grade Anglo-Vernacular School, and superior and inferior Vernacular Schools—possible.

(*c*) Paragraph 15 suggests a comparison between the Godavery Districts rate system, where it is found "impossible" to get "qualified men to act as Commissioners for the assessment of the rate and the management of the schools," with the Bombay Local Cess system, which works with ease and efficiency.

(*d*) Under paragraph 27, it would be interesting and most useful if the relation were pointed out of the Imperial assignment in each Province—1st, to Local Funds; 2nd, to Presidential revenues; 3rd, to population; 4th, to pupils under instruction.

(*e*) The remarks in paragraph 28 on "Private Expenditure" are open to question. It is always the interest and tendency of private Schools Managers to state "private expenditure" at its highest, and probably a portion of it may not have been incurred for *secular* education. It is difficult to see why in India, any more than in England, private expenditure should form part of the State's returns.

(*f*) In paragraph 64 "Boarding Houses" in connection with the Colleges and Schools of the North-West Provinces, are spoken of as "rather a novel feature in Indian Educational Institutions."

They have, however, been introduced for many years in the Bombay Presidency, and work with great and increasing success.

(*g*) In paragraph 82 the terms "Lower Class" and "Middle Class" are indefinite for want of a specification of standards. Even the terms "Reading, Writing, and Simple Arithmetic," are not precise enough. "Reading" may range from the "Primer" up to the "Sixth Reading Book," which contains lessons on Science; "Writing," from easy words up to good current writing; "Arithmetic," from Numeration upwards.

(*h*) In paragraph 96 there appears to be some mistake, for schools are set down as Higher Class Schools, in which the average fee per annum is stated as Rupees 1-11-0.

(*i*) In paragraph 137 I find mention of my proposal for the re-organization of 19 Middle Class Schools as adequate feeders to the High Schools. I beg to refer the future compiler to paragraphs 39 and 60 of my annual Report for 1866-67, from which he will learn that the much required sanction of the Government of India for this measure had not at the time of writing the Report, and, I may add, has not to this day, been received.

(*j*) Paragraph 141 contains apparently a misapprehension of some sort, as the receipts of Middle Class Schools over expenditure are given in my Report as Rupees 12,167 for the entire Presidency, and not as Rupees 48,864. Mr. Monteath should, I submit, have refered to me for explanation of the "fact" which he supposed himself to have discovered, instead of publishing a paragraph implying blame on the subject.

(*k*) Paragraph 139 speaks of the average cost of education in Bombay Middle Class Schools as "high," on account of relatively high rates of pay prevailing, &c. It might also have been added that the cost *seemed* high for want of a proper standard of comparison. Bombay Middle Class *English* Schools are evidently compared with Middle Class *Vernacular* Schools in Bengal.

(*l*) The statements contained in paragraph 158 give no information, for want of the standard of "final examination" for Gurus.

(*m*) In paragraph 167 there are some remarks which are difficult to understand. What is meant by the "Middle Classes" in a native village?

(*n*) In paragraph 180 the information given about Indigenous Schools in the North-West Provinces is most loose. One only wonders how the Director of Public Instruction in those Provinces can descend to enter such schools in his Returns, merely because they are "visited from time to time by the Deputy Inspectors." If Government wished me to follow this example, I could swell my Returns to an almost indefinite extent.

(*o*) Under paragraph 189 my remarks on local cess, showing its admirable working, would have been more appropriately quoted than in paragraph 140, where they were quoted by Mr. Monteath. Had I been referred to for information, I should have been able to inform Mr. Monteath that the difference between the receipts of local cess and the expenditure on Lower Class Schools was to be accounted for by the large outlay made on village school buildings.

(*p*) In paragraph 336 the reader is informed that "in the more recent operations of the Bombay Education Department, Higher Class Anglo-Vernacular and English education has received its full share of attention."

To this remark, however, I would beg the future compiler to add, that the attention bestowed on Higher Class education has only as yet resulted in proposals which, unfortunately, have not met with the approval and sanction of the Government of India.

I have the honour to be,

Sir,

Your most obedient Servant,

(Signed) A. GRANT,

Director of Public Instruction.

APPENDIX J.

RETURN of the Books Patronized and Periodicals Subscribed and paid for by the Director of Public Instruction during the year 1867-68.

No.	Names of Periodicals and Publications.	By whom Edited or Published.	In what Language.	No. of Copies subscribed for.	Total No. of copies received.	Price per copy.	Total amount paid during the year.	Remarks.
1	2	3	4	5	6	7	8	9
						Rs. a. p.	Rs. a. p.	
1	Bombay Educational Record..	T. B. Kirkham, Esq.....	English	71	817	0 6 0	378 12 0	
2	Madras Journal of Education .	Messrs. Graves, Cookson, & Co. ..	Ditto	10	140	0 3 0	....	
3	Bombay Builder.....	Manager, Bombay Builder	Ditto	1	12	*2 8 0	30 0 0	*Monthly subscription.
4	Marathi School Paper	Krishna Shastri Chiplunkar, Esq..	Marathi	62	744	0 1 6	75 8 6	
5	Marathi Dnyan Prasarak	Marathi Dnyan Prasarak Society..	Ditto	50	100	0 4 0	37 8 0	
6	Sarva Sangraha	Mr. Mahadeo Chandroba	Ditto	24	240	0 8 0	144 0 0	
7	Vividha Dnyan Vistar	Mr. Ranchunder Nilkant Moghe .	Ditto	52	40	0 4 0	....	
8	The Pandit.....	Messrs. E. J. Lazarus & Co.	Sanscrit	2	12	*12 0 0	38 0 0	*Annual subscription.
9	Guzerathi School Paper	Rao Saheb Mahiputram Rapram..	Guzerati	104	1,248	0 1 4	91 10 8	
10	Buddhi Prakash	Guzerat Vernacular Society	Ditto	30	330	0 1 4	15 0 0	
11	Buddhi Vardhak Magazine ..	Buddhi Vardhak Society	Ditto	34	374	0 3 0	....	
12	Guzerathi Dnyan Prasarak ..	Guzerat Dnyan Prasarak Society..	Ditto	20	220	0 6 0	....	
						Total..Rs.	810 7 2	

APPENDIX K.

STATEMENT showing the Application of the sum of Rupees (15,000) *Fifteen Thousand, for the Encouragement of Literature, during the year* 1867-68.

No.	Name and Subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copy-right paid to Author or Translator.	Number of Copies Printed.	Number of Copies Purchased from Author, Translator, Editor, or Publisher.	Total Amount.	Remarks.
1	2	3	4	5	6	7	8	9
				Rs. a. p.			Rs. a. p.	
1	Johnson Krita Rasselasno Gujarati Tarjumo, or a Gujarati Translation of Johnson's Rasselas.	Girdharlal D. Kothari (Translator).	Gujarati..	....	..	150	264 0 0	Director of Public Instruction's letter No. 2507, dated 25th February 1867.
2	Pingal, or a Treatise on Prosody.	Dalpatram Dayabhai (Author).	Ditto.	200 0 0	..	....	200 0 0	Ditto 1440, dated 18th Feb. 1867.
3	Medini Kosha, or a Sanskrit Dictionary.	Kashinath Wassudeva Khandekar (Publisher).	Sanskrit ..	....	..	50	40 0 0	Ditto 55, dated 6th April 1867.
4	Narma Kavita, or a Collection of Poetical Pieces.	Narmada Shankar Lal Shankar (Author).	Gujarati..	....	..	25	270 0 0	Ditto 1518, dated 4th Jan. 1866.
5	Arabi Bhashentil Surasva chamatkarika Goshti, or Arabian Nights' Entertainments, translated.	Krishna Shastri Chiplonkar (Translator).	Marathi ..	....	..	500	2,400 0 0	Ditto 1703-4, dated 19th November 1866.
			Carried over	200 0 0			3,174 0 0	

No.	Name and Subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copyright paid to Author or Translator.	Number of Copies Printed.	No. of copies Purchased from Author, Translator, Editor, or Publisher.	Total Amount.	Remarks.
1	2	3	4	5	6	7	8	9
			Brought over.	Rs. a. p. 200 0 0			Rs. a. p. 3,174 0 0	
6	Englandma Pravás, or Travels in England.	Karsandas Mulji (Author).	Gujarati. ..	....	..	200	2,400 0 0	Dirccter of Public Instruction's letter No. 348, dated 18th June 1866.
7	Hindustan-madhenu Eka Jhumpudu, or the Indian Cottage, Translated.	Sorabsha Dadabhai (Translator).	Ditto.	....	..	300	105 6 0	Ditto 2692, dated 11th March 1867.
8	Othello	Mahadeva Govind Shastri Kolatkar (Translator).	Marathi ..	....	..	1,000	1,200 0 0	Ditto 54, dated 12th May 1864.
9	Photographic Work on the Architecture of Ahmedabad, Bijapoor, Dharwar, and Mysore.	The Committee of Architectural Antiquities of Western India.	English ..	...	..	5	1,550 0 0	Ditto 1878, dated 5th Oct. 1867.
10	Greece Deshacha Itihas, or Catechism of the History of Greece.	Balkrishna Ramchundr Joglekar (Translator)	Marathi ..	....	..	200	101 4 0	Ditto 878, dated 11th July 1867.
11	Index to the Acts of the Indian Legislature from 1834 to 1866.	Raghunath Damodar (Author).	English. ..	....	..	10	70 0 0	Ditto 70, dated 8th April 1867.
12	Romano Itihas, or History of Rome.	Ganpatram Venilal (Translator).	Gujarati ..	75 0 0	..	....	75 0 0	Ditto 1154, dated 28th Nov. 1866.

13	*Panipat, a Poem*	*Hargovind Dwarkadás* (Author).	*Ditto.*	....	..	200	50	0	0	*Ditto 653, dated 15th June 1867.*
14	Kekadersha, or Moropant's Kekavali, with Commentary	Parashram Balal Godbole (Editor).	Marathi ..	....	..	250	200	0	0	Ditto 1630, dated 13th Sept. 1867.
15	Malavi Kaganimitra Natak, translated from the original of Kálidás.	Ganesh Shastri Lele Trayambakkar (Translator).	Ditto.	....	300	....	225	0	0	Ditto 236, dated 23rd April 1867.
16	Shakuntala, or the Lost Ring, do.	Javirilal Umiashankar (Translator).	Gujarati ..	....	..	200	630	0	0	Ditto 1943, dated 11th Oct. 1867.
17	Sherás Savasher, or Shakespear's Taming of the Shrew, translated.	Sakaram Parashuram Pandit (Translator).	Marathi ..	....	..	200	33	0	0	Ditto 2216, dated 12th Nov. 1867.
18	Englandatil Pravás, or Travels in England.	Bhaskar Hari Bhagvat (Translator.)	Ditto.	....	..	250	3,000	0	0	Ditto 2484, dated 3rd Dec. 1867.
19	Addresses to the Hindus, delivered in India.	Miss Mary Carpenter..	English ..	....	..	81	101	4	0	Ditto 2469, dated 2nd Dec. 1867.
20	Zand Pahlvi Glossary	Dastur Hoshangji Jamaspji.	Zand, Pahlvi, and English.	500 0 0	..	....	500	0	0	Govt. Resolution No. 274 dated the 16th May 1867 (Educational Department).
21	How to Develope Productive Industry in India and the East,	P. R. Cola	English ..	....	..	50	400	0	0	Director of Public Instruction's Letter No. 2696-8, dated 23rd Dec. 1867.
22	Educational Record	T. B. Kirkham, Editor.	English ..	....	..	200	75	0	0	
	Payments to Dastur Hoshangji Jamaspji, for editing Pahlvi Texts, at the rate of 150 Rupees per mensem, from the 1st March 1867 to the 28th February 1868, and Stationery.....		....	....	..	....	1,818	6	0	
			Total Rs.	775 0 0		Total Rs.	15,708	4	0	

APPENDIX L.

STATEMENT SHOWING THE NUMBER AND VALUE OF BOOKS SOLD IN THE GOVERNMENT DEPOTS DURING 1867-68.

Names of Books.	No. of Copies sold.	Price per Copy.	Amount.
		Rs. a. p.	Rs. a. p.
English Books.			
Arnold's Classical English Grammar	434	2 4 0	976 8 0
Ditto Spelling turned Etymology, Part I..	333	1 4 0	416 4 0
Ditto ditto Part II., Latin *viâ* English..	76	2 4 0	171 0 0
Ditto Fgypt of Herodotus	9	1 4 0	11 4 0
Ditto Lectures on Modern History	27	4 4 0	114 12 0
Ditto Roman Empire, 3 vols.	1	18 0 0	18 0 0
Aldrich's Logic	17	0 12 0	12 12 0
Ditto	1	1 0 0	1 0 0
Alison's Epitome of History of Europe	43	3 12 0	161 4 0
Atlas for Bombay Schools and Colleges, plain.	17	6 0 0	102 0 0
Ditto ditto ditto colored.	8	7 0 0	56 0 0
Animal Structure	22	0 4 0	5 8 0
Addison's Spectator	22	4 4 0	93 8 0
Abridgment of the History of England	8	0 8 0	4 0 0
Arabian Nights' Entertainments	21	3 0 0	63 0 0
Ditto ditto	3	2 8 0	7 8 0
Ditto ditto	11	1 12 0	19 4 0
Atmosphere (The) and its Phenomena	11	0 4 0	2 12 0
Ditto ditto	4	0 6 0	1 8 0
Adams' English Language	99	2 4 0	222 12 0
Ditto ditto	3	2 0 0	6 0 0
Annals of England, 3 vols.	2	3 0 0	6 0 0
Ditto ditto	2	2 10 8	5 5 4
Austen's Novels, 5 vols.	1	10 0 0	10 0 0
Aitchison's Treaties with Native Princes of Western India	1	6 8 0	6 8 0
Administration of the Punjaub	1	2 0 0	2 0 0
Anecdote Biography	1	3 0 0	3 0 0
Anderson's Tamil Grammar	1	2 0 0	2 0 0
Bacon's Novum Organum	9	2 0 0	18 0 0
Ditto Advancement of Learning	11	1 8 0	16 8 0
Ditto Essays, edited by Singer	2	2 8 0	5 0 0
Ditto ditto by Whately	6	5 4 0	31 8 0
Ditto ditto (Bohn)	3	1 12 0	5 4 0
Ditto ditto by Wright	14	2 4 0	31 8 0
Byron's Childe Harold	9	0 8 0	4 8 0
Ditto ditto	14	0 12 0	10 8 0
Ditto Poetical Works	1	1 4 0	1 4 0
Bechstein's Cage Birds	2	2 8 0	5 0 0
Carried over	1,250	....	2,630 5 4

Names of Books.	No. of Copies sold.	Price per Copy. Rs. a. p.	Amount. Rs. a. p.
English Books—*continued.*			
Brought forward	1,250	....	2,630 5 4
Burke's Speeches, 2 vols.	4	3 8 0	14 0 0
Ditto ditto	5	2 0 0	10 0 0
Ditto Reflections on the French Revolution	8	1 0 0	8 0 0
Ditto Sublime and Beautiful	9	0 12 0	6 12 0
Bowman's Common Things	1	0 12 0	0 12 0
Ditto Young Exiles	9	1 12 0	13 12 0
Ditto Practical Chemistry	1	3 4 0	3 4 0
Boswell's Tour to the Hebrides	3	1 12 0	5 4 0
Ditto Life of Johnson	1	5 0 0	5 0 0
Blair's Lectures	1	2 8 0	2 8 0
Browne's Religio Medici	2	2 13 0	5 10 0
Ditto ditto (Bombay Edition)	2	1 0 0	2 0 0
Brewer's Historical Atlas	1	6 4 0	6 4 0
Butler's Junior Atlas	31	1 12 0	54 4 0
Ditto Senior Modern Atlas	12	4 0 0	48 0 0
Ditto Analogy, by Angus	13	1 12 0	22 12 0
Ditto Ancient History	1	2 8 0	2 8 0
Ditto Spelling Book	13	0 12 0	9 12 0
Bruce's Tea Plantations in Assam	1	0 2 0	0 2 0
Betts' Portable Globe	2	1 12 0	3 8 0
Ditto ditto	1	8 8 0	8 8 0
Ditto Library Map of India	2	8 0 0	16 0 0
Ditto Map of the World	1	7 0 0	7 0 0
Bombay University Calendar for 1866-67	1	1 0 0	1 0 0
Ditto ditto 1866-68	19	2 0 0	38 0 0
Ballad Book	7	2 4 0	15 12 0
Bombay Educational Record	10	0 6 0	3 12 0
Beyts' Notes on Euclid, Book I.	152	0 4 0	38 0 0
Berquin's Children's Friend	74	0 8 0	37 0 0
Banerji's Hindu Philosophy	1	6 8 0	6 8 0
Balfour's Manual of Botany	1	6 4 0	6 4 0
Braidwood's Fire Prevention	1	2 8 0	2 8 0
Best's Law of Evidence	1	14 0 0	14 0 0
Babbage's Economy of Machinery and Manufactures	1	3 0 0	3 0 0
Broom's Commentary on the Common Law	1	15 12 0	15 12 0
Carpenter's Spelling Book	121	0 8 0	60 8 0
Colenso's Arithmetic	994	2 4 0	2,236 8 0
Ditto Elementary do.	77	0 14 0	67 6 0
Ditto Algebra, Part I	491	2 4 0	1,104 12 0
Ditto ditto, Elementary	69	0 12 0	51 12 0
Cornwell and Fitch's Elementary Arithmetic.	99	0 12 0	74 4 0
Ditto Large ditto	484	2 4 0	1,089 0 0
Cornwell's Young Composer	124	0 12 0	93 0 0
Ditto Geography	318	1 12 0	556 8 0
Ditto Grammar	73	0 14 0	63 14 0
Carried over	4,493	....	8,466 13 4

NAMES OF BOOKS.	No. of Copies sold.	Price per Copy.	Amount.
ENGLISH BOOKS—*continued.*		Rs. a. p.	Rs. a. p.
Brought forward....	4,493	....	8,466 13 4
Craik's English of Shakespeare	5	2 8 0	12 8 0
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Ditto ditto	10	1 4 0	20 0 0
Mental Arithmetic	382	0 1 6	35 13 0
Morris' History	82	0 9 0	46 2 0
Mangalore Series First Reading Book	9	0 0 9	0 6 9
Ditto Second ditto	298	0 2 0	37 4 0
Map Drawing	2	0 5 0	0 10 0
Manual of Geography	68	1 8 0	57 0 0
Kavia Mala	35	0 8 0	17 8 0
Map of Hindustan	2	2 8 0	5 0 0
Outlines of Geography	168	0 2 0	21 0 0
Ditto of Grammar	1	0 1 6	0 1 6
Panchatantra	26	1 12 0	45 8 0
Poetical Anthology	38	0 8 0	19 0 0
School Panchatantra	22	0 6 0	8 4 0
Carried over	25,023	....	5,106 3 6

NAMES OF BOOKS.	No. of Copies sold.	Price per Copy.			Amount.		
CANARESE BOOKS—*continued.*		Rs.	a.	p.	Rs.	a	p.
Brought over....	25,923	....			5,106	3	6
School Grammar	104	0	4	0	26	0	0
	355	0	5	0	110	15	0
Third Book	16	0	4	0	4	0	0
	21	0	12	0	15	12	0
Translation of Moral Class Book	30	0	12	0	22	8	0
Ditto ditto	174	0	10	0	108	12	0
Ditto of McCulloch's Third Reading Book.	40	0	6	0	12	0	0
Ditto ditto Series of Lessons..	40	0	6	0	15	0	0
Total....	26,703	....			5,424	2	6
ANGLO-MARATHI BOOKS.							
Alphabetical Plates, with their Marathi Representatives	21	0	2	0	2	10	0
Ditto ditto	1,174	0	0	3	18	5	6
Bal Maitra	1	0	2	6	0	2	6
Ditto	1	0	3	0	0	3	0
Baba Padmanji's Marathi and English Dictionary	212	5	0	0	1,060	0	0
Candy's English and Marathi ditto	5	18	0	0	90	0	0
Help to Conversation	31	1	8	0	46	8	0
Ditto ditto	18	1	2	0	20	4	0
Molesworth's Marathi and English Dictionary	22	36	0	0	792	0	0
Map of Asia, by Johnston	2	5	0	0	10	0	0
Ditto Europe ditto	1	4	0	0	4	0	0
Proverbs of all Nations	1	3	0	0	3	0	0
School Dialogue	1	0	4	0	0	4	0
Ditto	246	0	2	0	30	12	0
Shrikrishna Shastri's School Dictionary.....	1,217	1	12	0	2,129	12	0
Vishnu Shastri's English and Marathi Vocabulary.....	369	1	0	0	369	0	0
Total....	3,322	....			4,576	13	0
ANGLO-GUJARATI BOOKS.							
Alphabetical Plates, with their Gujarati Representatives.....	44	0	2	0	5	8	0
Ditto ditto ditto	2,851	0	0	3	44	9	6
Ardesar Framji's Dictionary	5	2	8	0	12	8	0
Green's Phrases.....	994	0	12	0	745	8	0
Ditto	7	1	0	0	7	0	0
Javerilal's Gujarati and English Dictionary ..	178	2	8	0	445	0	0
Karsandas' ditto ditto ..	8	2	0	0	16	0	0
Shapurji's Dictionary	8	4	8	0	36	0	0
Warnamálá	3	1	8	0	4	8	0
Total....	4,101	....			1,316	9	6

Names of Books.	No. of Copies sold.	Price per Copy. Rs. a. p.	Amount. Rs. a. p.
Anglo-Sanskrit.			
Arnold's Hitopdesha	88	1 8 0	132 0 0
Benfey's Sanskrit Grammar	70	3 12 0	262 8 0
Ditto Dictionary	8	26 4 0	210 0 0
Goldstücker's Sanskrit and English Dictionary.	2	20 0 0	40 0 0
Ditto Panini	5	6 0 0	30 0 0
Max Müller's Sanskrit Grammar	44	7 8 0	330 0 0
Ditto ditto Literature	5	10 8 0	52 8 0
Muir's Sanskrit Text Book Vol III.	1	4 0 0	4 0 0
Ditto ditto Vol IV.	1	7 8 0	7 8 0
Williams' Shakuntalá	8	10 8 0	84 0 0
Ditto English and Sanskrit Dictionary	5	27 8 0	137 8 0
Ditto ditto ditto	1	47 0 0	47 0 0
Total....	238	....	1,337 0 0
Anglo-Canarese.			
Canarese and English Dictionary	5	12 5 0	61 9 0
Hodson's Grammar	3	2 4 0	6 12 0
Campbell's Telugu and English Dictionary	1	5 0 0	5 0 0
Total....	9	....	73 5 0
Anglo-Hindustani.			
Colloquial Dialogues	2	2 0 0	4 0 0
Urdu and English Vocabulary	1	1 12 0	1 12 0
Total....	3	....	5 12 0
Sanskrit-Marathi.			
Anant Shastri's Sanskrit Kosha	20	2 0 0	40 0 0
Vishnu Shastri Pandit's Sanskrit Dhatukosh.	47	2 8 0	117 8 0
Harsha's Naganand, with Marathi Translation	60	0 14 0	52 8 0
Total....	127	....	210 0 0
Miscellaneous.			
Zand Pahlvi Glossary	122	7 0 0	854 0 0
Total....	122	....	854 0 0

Names of Books.	No. of Copies sold.	Price per Copy.	Amount.
		Rs. a. p.	Rs. a. p.
HEBREW.			
Bagster's Analytical Works	1	21 0 0	21 0 0
Hebrew and English Spelling Book	1	1 4 0	1 4 0
Ditto Student's Manual	1	9 0 0	9 0 0
Total	3	....	31 4 0
ARTICLES OF FURNITURE, &c.			
Colour Boxes	6	0 8 0	3 0 0
Ditto	12	1 8 0	18 0 0
Compass Boxes	2	2 0 0	4 0 0
Slates	1	0 6 0	0 6 0
Total	21	....	25 6 0

MA'DHAVA N. SHIRGA'ONKAR,
Curator, Government Central Book Depôt.

Bombay, 24th June 1868.

ABSTRACT LIST OF BOOKS OF ALL SORTS DISPOSED OF DURING THE YEAR 1867-68.

Books.	Number of Copies.	Amount. Rs.	a.	p.
English	87,031	39,123	0	4
Latin	885	1,080	3	0
Marathi	169,161	43,455	7	3
Gujarathi	104,395	29,963	13	0
Sanskrit	5,119	3,664	0	6
Hindustani	3,038	929	10	10
Canarese	26,705	5,424	2	6
Anglo-Marathi	3,322	4,576	13	0
Anglo-Gujarathi	4,101	1,316	9	6
Anglo-Sanskrit	238	1,337	0	0
Anglo-Canarese	9	73	5	0
Anglo-Hindustani	3	5	12	0
Miscellaneous	122	854	0	0
Hebrew	3	31	4	0
Sanskrit and Marathi	127	210	0	0
Furniture	21	25	6	0
Total	404,278	1,32,070	6	11

MA'DHAVA N. SHIRGA'ONKAR,
Curator, Government Central Book Depôt.

APPENDIX LL.

DESPATCH FROM HER MAJESTY'S PRINCIPAL SECRETARY OF STATE FOR INDIA, No. 3, DATED 30TH APRIL 1868.

No. 3.

India Office, London, 30th April 1868.

Educational.

To His Excellency the Right Honourable the Governor in Council, Bombay.

1. Sir,—The despatch of your Excellency in Council, dated 9th August, No. 9 of 1867, forwarding fifty copies of the Report of the Director of Public Instruction for the year 1866-67, and the Resolution of your Excellency's Government thereon, transmitted by the following mail, have been considered by me in Council.

2. I would first remark, with reference to the views expressed at the close of the 9th and in the 14th paragraphs of the Resolution of your Excellency in Council, that, on inquiry, it would appear a larger educational grant in proportion to population is made to Bombay than to any other Government or Administration in India. On the other hand, I am happy to observe that the Bombay Presidency, greatly to its credit, contributes a much larger amount to education from its private resources.

3. The Report of the Director of Public Instruction has the great merit of estimating the progress of the department with moderation, and of not concealing defects. Whatever successes then have been achieved may be relied on as solid, though small, acquisitions. The broad results of the year under review may be summed up as an increase—

In the number of Schools.....	357
Ditto of Scholars	17,254
In the amount of School fees	Rs. 9,434
In the sale of books	„ 26,448

The facts thus indicated, though not entitled to be regarded as a brilliant success, may be deemed satisfactory.

4. I concur with Sir A. Grant in attaching importance to the building of commodious but not costly School-houses, and I shall be glad to hear that the Government of India has been able to renew for a term the grant which it formerly sanctioned for this purpose.

5. Sir A. Grant has reviewed with great discrimination the condition, influence, and prospects of educational institutions in the Presidency. The conclusion to be drawn from his statement is that education in its simplest form is in an active and healthy state, that in its highest grade it has no extended operation, but that within its limited sphere it is efficient. In the intermediate grades between mere Vernacular Schools and Collegiate instruction its condition is unsatisfactory. An analysis of this kind has at least the advantage of showing the weak places, and I am not of opinion that the statement of the Director of Public Instruction affords ground for discouragement. As Sir A. Grant points out, the Colleges will, it may be hoped, gradually improve the High Schools, now the weak arm of the department, and the High Schools will then exercise a reflex action on the colleges.

6. One of the causes which depress high education in the Bombay Presidency is stated to be the want of appreciation of it evinced by the richer Natives. It is also stated that this want of sympathy at Bombay contrasts very unfavourably with the feeling evinced in the Bengal Presidency. Reasons might be adduced for the existence of this difference, but it is sufficient now to recognise it as a fact, and as one that constitutes a formidable obstacle to education in Bombay. For a remedy, in addition to the gradual operation of time and new institutions, much may be expected from the personal influence of those charged with the Civil administration of the country, and especially from that of your Excellency in Council.

7. Sir A. Grant has dwelt with considerable emphasis on the insufficiency of the teaching power in the Elphinstone and Poona Colleges. Professorships in Latin and in History are stated to be especially required, and I trust these wants may hereafter be satisfied either by private liberality or from the resources of Government. Sir A. Grant alludes to a considerable sum being annually diverted from the Elphinstone Funds to other than strictly educational purposes. The Resolution of your Excellency in Council does not

allude to this statement, but I desire to be furnished with an explanation on the subject in a separate despatch. If this sum could be recovered for the direct benefit of the Elphinstone College, one or possibly the two professorships might with no great difficulty be established.

8. I note with great satisfaction the marked success of the Government Law Schools, which must in a great measure be ascribed to the active interest taken in it by the Chief Justice and Judges of the High Court. The encouragements to which Sir A. Grant alludes at the close of 43rd paragraph are of a kind which never fails to be appreciated.

9. The Report relative to the Normal Schools is not satisfactory, and I am glad that they are during the current year to occupy the particular attention of the Director. I desire that the subject may receive prominent notice in the next Report.

10. With respect to Female education, I trust that the attention which has been drawn to this subject by Miss Carpenter's visit, and the recent liberal grant of the Government of India will soon enable the Director to report that real progress has been made in this great experiment, which may exercise a material influence on the future civilization of India.

11. I observe with great satisfaction that due attention is paid to the education of the Native Princes who are still minors, and who may be regarded as the wards of the British Government. The plan suggested by Colonel Anderson in Kolapoor and Southern Maratha country of attaching British Officers to young Native Chiefs as "Governors," seems to me judicious. Such officers, if carefully selected, are in a position to encourage and support those who are intrusted with the actual teaching of young chiefs and also to oppose and keep in due subjection the antagonistic and debasing influences which are in unwholesome activity in every Native Court.

12. The commencement of an edition of the Sanskrit manuscripts, the foundation of the Juggonath Sunkersett Scholarships, the increase in the number of boys who are studying English, the formation of Latin classes in the Elphinstone and Poona High Schools, and the extension of popular education in Native States, are each and all evidences of vitality in the Department of Public Instruction from which good results may be anticipated.

13. The reports of the Educational Inspectors indicate the interest which they take in their important duties, and I cannot conclude this review without congratulating your Excellency's Government on the fact that the public instruction of Western India is under the direction of so judicious an administrator as Sir A. Grant.

I have the honour, &c.,

STAFFORD H. NORTHCOTE.

(True copy)

(Signed) A. Cowan,
Assistant Secretary.

ERRATA.

In Appendix A 1, para. 3, page 3—

For "Rs. 1,46,012-2-9," being expenditure on account of Book Department, *read* "Rs. 1,45,505-6-9."

For "Rs. 15,515-4-0," shown as expenditure on the Encouragement of Literature, *read* "Rs. 15,708-4-0."

For "Rs. 6,68,477-10-11," being total expenditure from Imperial Funds on Education, *read* "Rs. 6,68,163-14-11;" and

For "Rs. 1,41,451-13-1," shown in note, *read* "Rs. 1,43,526-0-11."

In Appendix A 1, para. 4, page 5—

For "Rs. 10,594-10-2," shown as an increase in the expenditure of Book Department, *read* "Rs. 10,280-14-2."

For "Rs. 1,61,527-6-9," shown as the whole expenditure on the Book Department during the year 1867-68, *read* "Rs. 1,61,213-10-9."

For "Rs. 1,41,451-13-1," being receipts on account of sale proceeds of Books, &c., *read* "Rs. 1,43,526-0-11;" and

For "Rs. 20,075-9-8," mentioned as the real Imperial expenditure on account of Book Department, *read* "Rs. 17,689-9-10."

In Appendix A 1, para. 7, page 12—

For "Rs. 1,61,527-6-9," shown as expenditure on Book Department, *read* "Rs. 1,61,213-10-9"

For "Rs. 2,40,896-3-0," being total of Book Department, &c., *read* "Rs. 2,40,582-7-0;" and

For "Rs. 6,07,969-0-2," being Grand Total, *read* "Rs. 6,07,655-4-3."

In Appendix A 3, para. 8 (*b*), page 106—

For "14,395," shown as average monthly number on the Rolls for Schools of lower class, *read* "16,395;" and

For "92" shown as ratio of average daily attendance to average monthly number, *read* "81.12."

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